DOCUMENT RESUME

ED 229 844 EA 015 622

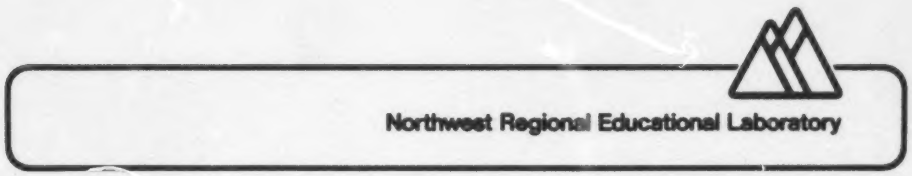
TITLE	A Directory of Goal Based Approaches to Education. 1982 Update.
INSTITUTION	Northwest Regional Educational Lab., Portland, Oreg.
SPONS AGENCY	National Inst. of Education (ED), Washington, DC.
PUB DATE	Jul 82
CONTRACT	400-80-0105-CBE-P3
NOTE	75p.; Developed by the Goal Based Education Program. These are revisions and supplements, and should be used in conjunction with ED 217 546.
PUB TYPE	Reference Materials - Directories/Catalogs (132) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Accountability; Adult Education; Community Involvement; *Competency Based Education; Criterion Referenced Tests; Educational Administration; Educational Objectives; Elementary Secondary Education; Evaluation Methods; Intellectual Disciplines; Mastery Learning; Performance; *Program Descriptions; Programs; State Programs; Teaching Methods
IDENTIFIERS	*Goal Based Education

ABSTRACT

In this update, 49 more goal-based programs are added to the 50 programs described in the directory's initial 1981 edition. The programs are goal-based in that they make use of such concepts as minimum competency testing, mastery learning, and continuous progress curricula, among others. As in the initial edition, each program receives a one-page entry giving a program description, a summary of its "situation" or setting, the program highlights, the name of a contact person, and the type of assistance available to persons interested in the program. The update adds programs in 4 of the 5 educational levels distinguished by the initial edition: elementary programs (11 new listings), high shool programs (13 new listings), K-12 programs (20 new listings), and adult education programs (5 new listings). Seven updated indexes are provided, listing all 99 programs in both editions numerically, alphabetically, by state of location, by the scope of the area served (statewide, districtwide, school, classroom, or course), by the size of the population served, by 12 curricular subject areas, and by type of program highlights in 5 areas (goals or competencies, instruction, assessment, management, and community involvement). An eighth index lists contact persons alphabetically. (RW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED229844



A DIRECTORY of Goal Based Approaches to Education

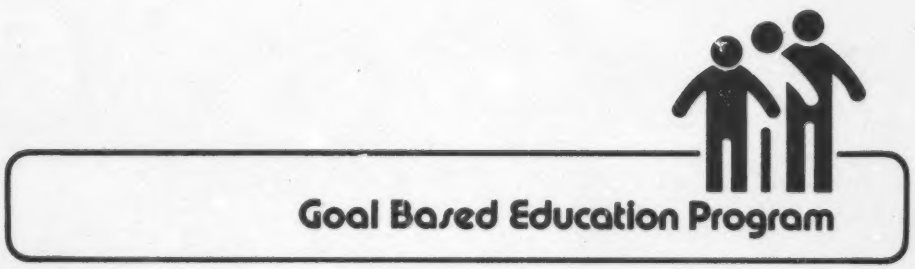
1982 Update

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.



EA 015 622

The Directory of Goal Based Approaches to Education was developed by the Goal Based Education Program of the Northwest Regional Educational Laboratory, a private nonprofit corporation. The Directory was developed under grant 400-80-0105 CBE P#3 with the National Institute of Education, U.S. Department of Education. Any opinions expressed in this publication do not necessarily reflect the position of the National Institute of Education, and no official endorsement by the Institute should be inferred.

GBE Program Director: Dr. Robert E. Blum
NIE Project Monitor: Dr. Richard Otte

July 1982

INDICES

INDEX I Programs Listed Numerically

ENTRY NUMBER	PROGRAM TITLE
1.01	Community School District #19
1.02	Alhambra School District #68
1.03	Center for Social Organization of Schools
1.04	Westside Community School District #66
1.05	Dansville Central School District
1.06	Knox County Schools
1.07	Project CONQUEST
1.08	Monroe County Community School Corporation
1.09	Chicago Public Schools
1.10	Union Springs Central School
1.11	Springfield Local Schools
1.12	Red Bank Public Schools
1.13	Missoula School District #1
1.14	Boston Public Schools
1.15	Los Angeles City Unified School District
1.16	Skokie District #68
1.17	Billie Martinez Elementary School
1.18	Arizona State Department of Education
1.19	Denver Public Schools/ALPAS
2.01	Project WRITE
2.02	Steuben Middle School
2.03	Dent Middle School
3.01	Hood River Valley High School
3.02	Great Oaks Joint Vocational School District
3.03	Lugoff-Elgin High School
3.04	916 Area Vo-Tech Institute
3.05	Glynn County School System
3.06	Utah State Office of Eduction
3.07	Westside High School
3.08	New Orleans Public Schools
3.09	New Mexico State Department of Education
3.10	Whitney Community Learning Center
3.11	Portland (Connecticut) Public Schools
3.12	Maryland State Department of Education
3.13	Mesa Public Schools
3.14	Bishop Carroll High School
3.15	Hillsboro Union High School District 3JT
3.16	Georgia State Department of Education
3.17	Chalmette High School
3.18	Waldport High School
3.19	Los Angeles Unified School District
3.20	Mariner High School
4.01	Hawaii District Schools
4.02	Hicksville Public Schools

INDEX I, continued

ENTRY NUMBER	PROGRAM TITLE
4.03	PROJECT BASIC
4.04	Indiana State University/Evaluation Assistance Center
4.05	Capital School District
4.06	Vermont State Department of Education
4.07	Quincy Public Schools
4.08	Delaware State Department of Public Instruction
4.09	Gary Community Schools
4.10	Metropolitan School District of Martinsville
4.11	Newport News Public Schools
4.12	South Carolina Department of Education
4.13	Massachusetts State Department of Education
4.14	Plymouth-Canton Community School District
4.15	District of Columbia Public Schools
4.16	Lockland City Schools
4.17	School District of Philadelphia
4.18	Arkansas State Department of Education
4.19	Columbus Public Schools
4.20	Adams County School District #12
4.21	Northwest Allen County School Corporation
4.22	South Bend School Corporation
4.23	Washington School District
4.24	Glenwood City Middle/Senior High School
4.25	Lakewood Public Schools
4.26	Mississippi State Department of Education
4.27	Hopkins Public Schools
4.28	Birmingham Public Schools
4.29	Modesto City Schools
4.30	Chandler Unified School District #80
4.31	Institute for Applied Human Resources
4.32	Roseville Area Schools District #623
4.33	Lorain City Schools
4.34	Upper Arlington City Schools
4.35	Oregon State Department of Education
4.36	Louisiana State Department of Education
4.37	Loyola Center for Educational Improvement
4.38	Denver Public Schools
4.39	Maine School Union #44
4.40	Newport-Mesa Unified School District
4.41	Kentucky State Department of Education
4.42	Tigard School District 23J
4.43	Johnson City Central School District
4.44	New York State Education Department
4.45	Fort Worth Independent School District
4.46	Polk School District

INDEX I, continued

ENTRY NUMBER	PROGRAM TITLE
4.47	Millard Public Schools
4.48	Duval County Public Schools
5.01	University of Rhode Island/Adult Education M.A. Program
5.02	University of Texas at Austin/Adult Performance Level Project
5.03	Washington State/Office of Supt. of Public Instruction
5.04	Clearinghouse on Adult Education/U.S. Department of Education
5.05	Francis Marion College
5.06	Exemplary Center for Reading Instruction (ECRI)
5.07	Pedamorphosis, Inc.
5.08	PROPED Project
5.09	Virgin Islands Department of Education
5.10	PLATO Corrections Project

INDEX II Programs Listed Alphabetically

ENTRY NUMBER	PROGRAM TITLE
3.04	916 Area Vo-Tech Institute
4.20	Adams County School District #12
1.02	Alhambra School District #68
1.18	Arizona State Department of Education
4.18	Arkansas State Department of Education
4.28	Birmingham Public Schools
1.17	Billie Martinez Elementary School
3.14	Bishop Carroll High School
1.14	Boston Public Schools
4.05	Capital School District
1.03	Center for Social Organization of Schools
3.17	Chalmette High School
4.30	Chandler Unified School District #80
1.09	Chicago Public Schools
5.04	Clearinghouse on Adult Education/U.S. Department of Education
4.19	Columbus Public Schools
1.01	Community School District #19
1.05	Dansville Central School District
4.08	Delaware State Department of Public Instruction
2.03	Dent Middle School
4.38	Denver Public Schools
1.19	Denver Public Schools/ALPAS
4.15	District of Columbia Public Schools
4.48	Duval County Public Schools
5.06	Exemplary Center for Reading Instruction (ECRI)
4.45	Fort Worth Independent School District
5.05	Francis Marion College
4.09	Gary Community Schools
3.16	Georgia State Department of Education
4.24	Glenwood City Middle/Senior High School
3.05	Glynn County School System
3.02	Great Oaks Joint Vocational School District
4.01	Hawaii District Schools
4.02	Hicksville Public Schools
3.15	Hillsboro Union High School District 3JT
3.01	Hood River Valley High School
4.27	Hopkins Public Schools
4.04	Indiana State University/Evaluation Assistance Center
4.31	Institute for Applied Human Resources
4.43	Johnson City Central School District
4.41	Kentucky State Department of Education
1.06	Knox County Schools
4.25	Lakewood Public Schools
4.16	Lockland City Schools
4.33	Lorain City Schools

INDEX II, continued

ENTRY NUMBER	PROGRAM TITLE
1.15	Los Angeles City Unified School District
3.19	Los Angeles Unified School District
4.36	Louisiana State Department of Education
4.37	Loyola Center for Educational Improvement
3.03	Lugoff-Elgin High School
4.39	Maine School Union #44
3.20	Mariner High School
3.12	Maryland State Department of Education
4.13	Massachusetts State Department of Education
3.13	Mesa Public Schools
4.10	Metropolitan School District of Martinsville
4.47	Millard Public Schools
4.26	Mississippi State Department of Education
1.13	Missoula School District #1
4.29	Modesto City Schools
1.08	Monroe County Community School Corporation
3.09	New Mexico State Department of Education
3.08	New Orleans Public Schools
4.11	Newport News Public Schools
4.40	Newport-Mesa Unified School District
4.44	New York State Education Department
4.21	Northwest Allen County School Corporation
4.35	Oregon State Department of Education
5.07	Pedamorphosis, Inc.
5.10	PLATO Corrections Project
4.14	Plymouth-Canton Community School District
4.46	Polk School District
3.11	Portland (Connecticut) Public Schools
4.03	PROJECT BASIC
1.07	Project CONQUEST
2.01	Project WRITE
5.08	PROPED Project
4.07	Quincy Public Schools
1.12	Red Bank Public Schools
4.32	Roseville Area Schools District #623
4.17	School District of Philadelphia
1.16	Skokie District #68
4.22	South Bend School Corporation
4.12	South Carolina Department of Education
1.11	Springfield Local Schools
2.02	Steuben Middle School
4.42	Tigard School District 23J
1.10	Union Springs Central School
5.01	University of Rhode Island/Adult Education M.A. Program
5.02	University of Texas/Adult Performance Level Project

INDEX II, continued

ENTRY NUMBER	PROGRAM TITLE
4.34	Upper Arlington City Schools
3.06	Utah State Office of Eduction
4.06	Vermont State Department of Education
5.09	Virgin Islands Department of Education
3.18	Waldport High School
4.23	Washington School District
5.03	Washington State/Office of Supt. of Public Instruction
1.04	Westside Community School District #66
3.07	Westside High School
3.10	Whitney Community Learning Center

INDEX III Programs Listed by State of Location

STATE	ENTRY NUMBERS
ALABAMA	4.28
ARIZONA	1.02, 1.18, 3.13, 4.18, 4.30
CALIFORNIA	1.15, 3.10, 3.19, 4.29, 4.40
COLORADO	1.17, 1.19, 4.20, 4.38
CONNECTICUT	3.11
DELAWARE	4.05, 4.08
DISTRICT OF COLUMBIA	4.15, 5.04
FLORIDA	4.48
GEORGIA	3.05, 3.16, 4.46
HAWAII	4.01
ILLINOIS	1.07, 1.09, 1.16, 5.10
INDIANA	1.08, 4.04, 4.09, 4.10, 4.21, 4.22
KENTUCKY	4.41
LOUISIANA	3.08, 3.17, 4.36, 4.37
MAINE	4.39
MARYLAND	1.03, 3.12, 4.03
MASSACHUSETTS	1.14, 4.07, 4.13
MICHIGAN	4.14
MINNESOTA	3.04, 4.27, 4.32
MISSISSIPPI	4.26
MONTANA	1.13
NEBRASKA	1.04, 3.07, 4.47

INDEX III, continued

STATE	ENTRY NUMBERS
NEW JERSEY	1.12, 4.31
NEW MEXICO	3.09
NEW YORK	1.01, 1.05, 1.10, 4.02, 4.43, 4.44, 5.08
OHIO	1.06, 1.11, 3.02, 4.16, 4.19, 4.25, 4.33, 4.34
OREGON	3.01, 3.15, 3.18, 4.35, 4.42
PENNSYLVANIA	4.17, 4.23
RHODE ISLAND	5.01
SOUTH CAROLINA	2.03, 3.03, 4.12, 5.05
TEXAS	4.45, 5.02, 5.07
UTAH	3.06, 5.06
VERMONT	4.06
VIRGINIA	4.11
VIRGIN ISLANDS	5.09
WASHINGTON	2.01, 3.20, 5.03
WISCONSIN	2.02, 4.24
OUTSIDE THE U.S.	
CANADA	3.14

INDEX IV Programs Listed by Scope of Area Served

STATE	DISTRICT/ ALL SCHOOLS		DISTRICT/ SOME SCHOOLS	SCHOOL BUILDING/ ALL COURSES	SCHOOL BUILDING/ SOME COURSES	SCHOOL BUILDING/ ALL CLASSROOMS	SCHOOL BUILDING/ SOME CLASSROOMS
1.18	1.01	4.27	1.19	2.03	2.02	1.06	1.03
3.06	1.02	4.29	3.05	3.01	3.03		1.17
3.09	1.04	4.30	3.08	3.14	3.10		2.01
3.12	1.05	4.31	3.11	3.17	3.18		4.21
3.16	1.07	4.34	4.17	4.31			4.28
4.01	1.08	4.39	4.28				4.38
4.03	1.09	4.40	4.32				
4.06	1.10	4.42	4.38				
4.08	1.11	4.43	5.08				
4.12	1.12	4.45					
4.13	1.13	4.46					
4.26	1.14	4.47					
4.31	1.15	4.48					
4.35	1.16	5.10					
4.36	3.02						
4.41	3.04						
4.44	3.07						
5.03	3.13						
5.05	3.15						
5.09	3.19						
	3.20						
	4.02						
	4.04						
	4.05						
	4.07						
	4.09						
	4.10						
	4.11						
	4.14						
	4.15						
	4.16						
	4.18						
	4.19						
	4.20						
	4.22						
	4.23						
	4.24						
	4.25						

Revised 7/82

INDEX V Programs Listed by Size of Population Served

FEWER THAN 200	201-500	501-1,000	1,001-5,000	MORE THAN 5,000
3.11	1.05	1.03	1.04	1.01
3.18	1.06	1.10	1.07	1.02
5.01	2.01	1.12	1.11	1.08
	4.21	1.17	1.16	1.09
		2.02	2.03	1.13
		3.01	3.02	1.14
		3.03	3.04	1.15
		3.10	3.05	1.18
		4.16	3.07	1.19
		4.24	3.14	3.06
		5.10	3.17	3.08
			3.20	3.09
			4.18	3.12
			4.23	3.13
			4.39	3.15
			4.43	3.16
				3.19
				4.02
				4.03
				4.04
				4.05
				4.06
				4.07
				4.08
				4.09
				4.10
				4.11
				4.12
				4.13
				4.14
				4.15
				4.17
				4.19
				4.20
				4.22
				4.25
				4.26
				4.27
				4.28
				4.29
				4.30
				4.31
				4.32
				4.33
				4.34
				4.35
				4.36
				4.38
				4.40
				4.41
				4.42
				4.44
				4.45
				4.46
				4.47
				4.48
				5.09

Revised 7/82

INDEX VI Programs Listed by Subject Area

All Subjects	Art	Foreign Language	Health	Home Economics	Industrial Arts	Language Arts	
1.12	1.08	3.10	1.08	none	none	1.01	5.05
3.01	3.14	3.14	3.09			1.04	5.06
3.02	4.03	4.34	3.14			1.08	5.08
3.05	4.34	5.08	4.34			1.11	5.09
3.11	4.36	5.10	4.36			1.13	
3.15			4.42			1.14	
3.17			5.02			1.15	
3.20						1.18	
4.01						1.19	
4.04						2.01	
4.05						2.03	
4.07						3.03	
4.08						3.06	
4.14						3.07	
4.15						3.08	
4.17						3.10	
4.18						3.12	
4.20						3.13	
4.23						3.14	
4.24						3.16	
4.26						3.19	
4.29						4.02	
4.35						4.03	
4.38						4.05	
4.43						4.06	
4.44						4.09	
4.47						4.10	
						4.11	
						4.12	
						4.13	
						4.16	
						4.22	
						4.25	
						4.27	
						4.30	
						4.31	
						4.34	
						4.36	
						4.40	
						4.41	
						4.42	
						4.46	
						4.48	

INDEX VI, continued

Mathematics		Phys. Education	Reading	Science	Social Studies	Other Subjects
1.02	4.32	1.08	1.01	1.05	1.05	1.08
1.03	4.33	3.13	1.02	1.08	1.08	1.18
1.04	4.34	3.14	1.04	1.13	2.03	3.03
1.05	4.36	4.03	1.05	2.03	3.09	3.04
1.06	4.39	4.22	1.07	3.10	3.10	3.09
1.08	4.40	4.34	1.08	3.13	3.13	3.12
1.10	4.41	4.36	1.09	3.14	3.14	3.13
1.11	4.42		1.10	4.10	4.10	3.14
1.13	4.45		1.11	4.11	4.11	3.16
1.14	4.46		1.14	4.22	4.22	3.18
1.15	4.48		1.15	4.27	4.27	4.03
1.16	5.05		1.16	4.34	4.36	4.10
1.17	5.08		1.18	4.36	4.46	4.27
1.19	5.09		1.19	4.46	4.48	4.34
2.02	5.10		2.02	4.48	5.05	4.36
2.03			3.06	5.05	5.08	4.37
3.03			3.07	5.08		4.46
3.06			3.12			5.02
3.07			3.13			5.07
3.08			3.16			5.09
3.10			3.19			
3.12			4.02			
3.13			4.03			
3.14			4.05			
3.16			4.06			
3.19			4.09			
4.02			4.10			
4.03			4.11			
4.05			4.12			
4.06			4.13			
4.09			4.16			
4.10			4.21			
4.11			4.22			
4.12			4.28			
4.13			4.30			
4.19			4.31			
4.21			4.32			
4.22			4.40			
4.25			4.41			
4.27			4.45			
4.28			5.06			
4.30			5.09			
4.31			5.10			

INDEX VII Programs Listed by Highlights

Goals, Objectives, Competencies						Instruction										Assessment				
Subject area (program) goals	Course goals	Unit objectives	Grade level competencies	Graduation competencies	Competencies with life role focus	Modularized curriculum	Interdisciplinary curriculum	Experiential learning	Individualized learning plans	Teacher advisors	Mastery learning	Continuous progress	Remediation procedures	Parent participation	Computer support	Criterion referenced tests	Applied performance tests	Norm referenced tests	Minimum competency testing	Demonstrated competence required
1.01	1.07	1.03	1.08	1.02	3.05	2.01	4.03	4.34	1.03	3.01	1.01	1.02	1.05	1.07	1.11	1.01	4.37	2.01	1.01	1.16	1.02
1.05	2.01	1.05	1.09	1.04	3.06	3.01	4.32	5.01	1.04	3.05	1.02	1.03	1.06	1.13	2.02	1.02	4.38	4.23	1.02	2.03	1.05
1.06	3.05	1.09	1.10	3.03	3.09	3.02	4.45	5.02	1.05	3.06	1.03	1.04	1.09	1.17	3.01	1.04	4.40	5.03	1.05	3.05	1.06
1.08	3.15	1.11	1.12	3.05	3.11	3.07			1.07	3.07	1.04	1.15	1.14	1.18	4.07	1.05	4.41		1.07	3.06	3.02
1.13	3.18	1.12	1.14	3.06	3.12	3.10			1.18	3.11	1.06	1.17	1.16	3.06	4.31	1.06	4.43		1.08	3.07	3.06
1.17	4.11	1.17	1.15	3.07	3.15	3.12			2.02	3.14	1.09	1.19	2.01	4.13	4.35	1.08	4.46		1.12	3.09	3.09
3.09	4.14	2.01	1.16	3.09	3.16	3.14			3.01	3.17	1.10	3.01	3.03	4.18	5.10	1.09	4.47		1.14	3.12	3.10
3.15	4.15	2.03	1.18	3.10	4.13	3.17			3.04	3.20	1.12	3.04	3.06	4.28		1.10	5.01		1.16	3.13	3.11
4.03	4.24	3.01	1.19	3.12	4.23	3.18			3.08	4.32	1.16	3.08	3.07	4.29		1.11	5.05		1.18	3.15	3.12
4.07	4.25	3.02	2.02	3.13	5.01	4.46			3.11	4.47	1.17	3.13	3.09	4.30		1.12	5.06		2.02	4.07	3.17
4.08	4.27	3.10	2.03	3.15	5.02				3.17		2.01	3.14	3.13	4.41		1.14	5.08		3.13	4.08	3.18
4.09	4.32	3.14	3.08	3.16	5.04				4.07		2.03	3.17	3.20	4.47		1.15	5.10		4.02	4.09	3.19
4.12	4.34	3.17	4.01	4.01					4.13		3.02	3.18	4.03			1.16			4.04	4.12	4.04
4.13	4.45	3.18	4.03	4.06					4.15		3.03	3.20	4.08			1.17			4.11	4.13	4.07
4.14	5.06	3.20	4.04	4.08					4.36		3.04	4.02	4.09			1.18			4.41	4.22	4.06
4.18		4.04	4.05	4.09					5.02		3.08	4.09	4.10			1.19			4.42	4.25	4.08
4.19		4.05	4.10	4.11					5.03		3.11	4.10	4.12			2.01			4.18	4.28	4.15
4.21		4.07	4.12	4.22					5.06		3.16	4.24	4.16			3.03			4.30	4.29	4.31
4.24		4.10	4.16	4.23							3.18	4.26	4.19			3.08			4.35	4.30	4.33
4.32		4.16	4.22	4.28							3.20	4.37	4.22			3.10			4.41	4.36	4.39
4.34		4.17	4.23	4.29							4.02	4.39	4.25			3.12			4.42	4.40	5.02
4.39		4.20	4.25	4.33							4.05	4.43	4.28			3.18			4.44	4.44	5.03
4.41		4.24	4.28	4.36							4.08	5.02	4.29			3.19				4.47	5.05
4.42		4.25	4.29	4.38							4.10	5.07	4.37			4.01				5.05	5.06
4.44		4.26	4.30	4.40							4.11	5.10	4.40			4.02					
5.05		4.27	4.36	4.42							4.14		4.44			4.03					
5.08		4.31	4.45	4.43							4.16		4.46			4.04					
		4.33	4.46	4.46							4.17		5.04			4.09					
		4.38		4.47							4.18					4.10					
		4.43		5.01							4.19					4.11					
		4.46		5.02							4.20					4.12					
		5.03		5.03							4.21					4.14					
		5.06									4.26					4.15					
		5.08									4.31					4.16					
											4.32					4.17					
											4.33					4.18					
											4.37					4.19					
											4.38					4.20					
											4.39					4.21					
											4.42					4.22					
											4.43					4.23					
											4.45					4.26					
											5.05					4.27					
											5.06					4.28					
											5.07					4.29					
											5.08					4.30					
											5.10					4.32					
																4.33					
																4.35					
																4.36					

Revised 7/82

INDEX VII, continued

Assessment						Management									Community Involvement				
Assessment center	Credit by examination	Objective/competency referenced records	Student reports based on objectives or competencies	Grading system other than A-F	Computer support	Goal based planning	Participatory management	Management by objectives	Accountability	Management information system	Computer support	Data based program evaluation	Regular program revision	Regular reporting of program performance	Setting goals, objectives, competencies	Program review	Learning sites for students	Certifying students competent	Joint enrollment secondary/post secondary
3.14	3.16	1.06	1.02	1.08	1.15	1.01	1.01	1.01	1.07	1.14	1.19	1.03	1.13	1.11	1.04	1.10	3.11	4.05	none
3.17	4.44	1.15	1.06	3.20	4.03	1.07	1.04	1.07	1.19	3.08	3.13	1.09	3.02	1.13	1.08	3.02	4.23		
4.01		2.03	1.09	5.02	4.27	1.10	1.13	1.08	3.19	4.26	4.19	1.10	3.03	1.19	1.13	3.13	5.01		
		3.03	1.10		4.31	1.12	1.16	1.11	4.02	4.27	5.10	1.14	3.04	2.02	1.14	4.11			
		3.16	1.11		4.40	1.13	1.17	1.12	4.36	4.31		2.02	4.05	4.03	1.19	4.25			
		4.02	1.15		4.41	1.13	2.02	3.04	4.39	4.45		3.15	4.06	4.06	3.03	4.28			
		4.06	3.04			3.12	3.01	3.19	5.04	5.04		4.17	4.26	4.08	3.05	4.41			
		4.29	3.09			3.15	3.02	4.02	5.07	5.07		4.35	4.27	4.27	3.07				
		4.30	3.11			3.19	3.04	4.05	5.09	5.09		5.01	4.34	4.41	3.16				
		4.40	3.16			4.02	3.05	4.07	5.10			5.10	4.35	4.42	4.03				
		4.43	4.09			4.08	3.07	4.14					4.36	4.44	4.12				
		5.03	4.19			4.10	3.14	4.15					5.05	5.08	4.13				
		5.06	4.20			4.11	3.20	4.20					5.09	5.09	4.15				
			4.22			4.13	4.01	4.28							4.16				
			4.31			4.16	4.07	4.30							4.20				
			4.33			4.17	4.14	4.35							4.33				
			4.34			4.18	4.18	4.44							4.34				
			4.35			4.20	4.23	5.07							4.36				
			4.40			4.25	4.26	5.09							4.42				
			5.03			4.32	4.42								4.46				
			5.05			4.35	4.45								4.47				
						4.43	5.07								5.01				
						4.45	5.08												
						4.47	5.09												
						5.07													
						5.09													

INDEX VIII Program Contact Persons Listed Alphabetically

CONTACT PERSON	ENTRY NUMBER
Abrams, Dr. Joan	1.12
Allen, Carol	3.08
Andrade, Ernie	1.17
Andrews, Ken	1.19
Arricale, Frank	1.01
Bailey, Dr. George W.	4.20
Bazzle, Dr. Bob	3.05
Beal, Robert S.	3.10
Beeler, Al	4.24
Benjamin, Dr. Richard	4.45
Betz, Phyllis	4.09
Boulmetis, John	5.01
Bowe, Charles S.	3.01
Breeden, James P.	1.14
Bressler, Stacey	4.13
Brewer, Dr. Ralph	4.26
Brown, Helen	4.36
Brown, Joan W.	4.15
Cady, Lillian	5.03
Carter, Kathy	4.46
Christensen, Dr. Harold	4.05
Cline, Charles H.	4.48
Cody, Dr. Wilmer S.	4.28
Collison, Sidney	4.08
Conner, Kathy	4.17
Cox, Dr. William N.	4.11
Creedon, Dr. Lawrence P.	4.07
Cunningham, Dr. George G.	3.11
Curtis, Robert	4.22
Davis, Dr. Joseph L.	4.19
Dust, Tracy	4.10
Ebeling, David G.	1.08
Emanuel, Gary	1.18
Enochs, Dr. Jim	4.29
Geisert, Dr. Gene	4.31
Gunn, Deborah	5.04
Haddock, Dr. Thomas T.	1.02
Hall, Carroll	3.09
Hanna, Dr. James W.	4.23
Hawkins, Bruce	1.06
Hawkins, Dr. Wilber	4.02
Herbert, Bruce E.	3.18
Herron, Dr. Marshall	4.35
Higgins, James E.	4.04

INDEX VIII, continued

CONTACT PERSON	ENTRY NUMBER
Hoben, Dr. John M.	4.14
Huddle, Eugene	3.12
Hughes, Ernest W.	4.39
Hutlock, Nicholas	4.33
Hymel, Dr. Glen	4.37
Jones, Beau F.	1.09
Jones, Dr. Ernest	4.09
Kalish, Dr. Daniel	4.25
Kiley, Dr. Lawrence A.	1.10
Knight, Tanis	2.01
Lalor, Edward T.	4.44
Lantz, James S.	4.34
Lee, Dr. Jeff	5.05
Lengel, James G.	4.06
Lindsay, Ken	3.06
Lovetere, Dr. John	1.16
Luebke, Donald	2.02
Lyons, Ms. Jeri	3.16
Mamary, Dr. Albert	4.43
Merkle, Eugene	4.21
Meyer, Linda	5.10
Migal, C. A.	3.02
Miller, Beatrice	1.14
Mizuba, Kioto	4.01
Murphy, Sara	4.18
Nikolai, Dr. Irv	4.30
Oliver, Walter	4.38
Olson, Allan	3.15
Petre, Dr. Richard M.	4.03
Possemato, Dr. Paul	3.19
Reid, Dr. Ethna R.	5.06
Rochester, Margot	3.03
Roth, Virginia	1.04
Sandifer, Paul	4.12
Schlegel, Chris A.	3.04
Schmidt, Dr. Gene L.	1.05
Sension, Donald B.	4.27
Shelton, Elaine	5.02
Simonson, Dr. Suzanne	3.20
Slavin, Robert	1.03
Snyder, Dr. Karolyn	5.07
Spann, Bettye	1.07
Speiker, Dr. Charles A.	4.47
Stahman, Sandra	5.08

INDEX VIII, continued

CONTACT PERSON	ENTRY NUMBER
Stamm, Gary W.	4.16
Strasler, Gregg M.	2.03
Tangdall, Dr. J. A.	3.07
Taylor, Pete	4.42
Tombaugh, Dr. George E.	1.11
Troxel, Chris	1.13
Vigna, Ralph A.	3.14
Wakefield, Richard	4.32
Warner, Wayne	3.17
Weaver, Geri	4.41
Woolley, Dale C.	4.40
Zeharis, Jim	3.13

SECTION 1.
Elementary School Programs

contact for information

Mattie Claybrook Williams
Director, Bureau of Language Arts
Chicago Public Schools
228 North LaSalle Street
Chicago, IL 60601
312/641-4020

program highlights

Goals, Objectives, Competencies	
	Subject area (program) goals
	Course goals
●	Unit objectives
●	Grade level competencies
	Graduation competencies
	Competencies with life role focus
Instruction	
	Modularized curriculum
	Interdisciplinary curriculum
	Experiential learning
	Individualized learning plans
	Teacher advisors
●	Mastery learning
	Continuous progress
●	Remediation procedures
	Parent participation
	Computer support
Assessment	
●	Criterion referenced tests
	Applied performance tests
	Norm referenced tests
	Minimum competency testing
	Demonstrated competence required
	Assessment center
	Credit by examination
	Objective/competency referenced records
●	Student reports based on objectives or competencies
	Grading system other than A-F
	Computer support
Management	
	Goal based planning
	Participatory management
	Management by objectives
	Accountability
	Management information system
	Computer support
●	Data based program evaluation
	Regular program revision
	Regular reporting of program performance
Community Involvement	
	Setting goals, objectives, competencies
	Program review
	Learning sites for students
	Certifying students competent
	Joint enrollment secondary/post secondary

Chicago Public Schools 1.9

situation

Mastery learning reading program for 350,000 students in large urban district; begun over 10 years ago, field-tested for over five years; materials can be purchased.

description

The Chicago Mastery Learning Reading Program began over 10 years ago when the Chicago Board of Education decided to use the theories of Dr. Benjamin Bloom to change the downward trend in student reading achievement. Materials were developed according to Bloom's approach and are now the basic instructional tools for grades K-8 throughout the district. Grade level promotion is based on the Program, as well.

The Program follows a mastery learning model, including group-based, teacher-paced lessons; increasingly independent student practice; feedback/diagnosis evaluation; alternative remedial lessons for students who need them; enrichment options for those who reach mastery quickly and criterion-referenced evaluation at the end of each unit. Instructional bulletin boards, games and subject-related applications are used to review and reinforce skills.

Materials teach learning and thinking strategies which facilitate the group process and ensure high time-on-task. Teacher/pupil interaction is built into each unit. All units begin with the teaching of prerequisite skills for the objectives in a particular sequence of instruction, and student instruction is designed in strategies for learning. Field-testing was outcomes-based utilizing a criterion-referenced field test concept. Units were carefully tailored to assure that students were able to master objectives.

Because units deal with word attack, study skills and comprehension objectives, students show impressive gains on standardized tests. In addition, they gain confidence in their own abilities to succeed which has resulted in dramatic changes in school climate and in the number of entrance acceptances of elementary school graduates to magnet schools and other high quality educational programs.

assistance

Program materials may be purchased from the Mastery Education Corporation, 85 Main Street, Watertown, Maine 02172 (800-225-3214) (price list available on request); free inservice instruction to users.

contact for information

Dr. Lawrence P. Kiley, Supt.
Union Springs Central School
27 N. Cayuga Street
Union Springs, NY 13160
315/889-7393

program highlights

	Goals, Objectives, Competencies
	Subject area (program) goals
	Course goals
	Unit objectives
●	Grade level competencies
	Graduation competencies
	Competencies with life role focus
	Instruction
	Modularized curriculum
	Interdisciplinary curriculum
	Experiential learning
	Individualized learning plans
	Teacher advisors
●	Mastery learning
	Continuous progress
	Remediation procedures
	Parent participation
	Computer support
	Assessment
●	Criterion referenced tests
	Applied performance tests
	Norm referenced tests
	Minimum competency testing
	Demonstrated competence required
	Assessment center
	Credit by examination
	Objective/competency referenced records
●	Student reports based on objectives or competencies
	Grading system other than A-F
	Computer support
	Management
●	Goal based planning
	Participatory management
	Management by objectives
	Accountability
	Management information system
	Computer support
●	Data based program evaluation
	Regular program revision
	Regular reporting of program performance
	Community Involvement
	Setting goals, objectives, competencies
●	Program review
	Learning sites for students
	Certifying students competent
	Joint enrollment secondary/post secondary

Union Springs Central School 1.10

situation

Goal based instruction for approximately 600 students, grades K-6, in a region encompassing several school districts; reading program begun in 1977, math added in 1981.

description

The Union Springs Central School joined with other nearby districts in the educational region to develop and adopt goal based education as a means to focus the instructional program. After determining that mastery learning techniques would best meet this goal, administrators obtained federal funds for developmental assistance and established a computerized set of objectives for a reading program based upon Block and Bloom's mastery learning theories. A math program was developed a few years later.

Learning outcomes written in behavioral terms are used. Outcomes are evaluated at the end of each unit of instruction through criterion-referenced tests which are scored by computer. Scores aid in regrouping of students according to their current needs.

Frequent testing coupled with use of the computer assures quick response to student needs. As soon as student weaknesses are assessed through diagnostic tests, teachers can prescribe appropriate materials to aid the students in increasing achievement levels.

Math instruction is based on the Computerized Instructional Management System, a set of computerized modules used by some 40 New York State school systems. Tests are scored by computer and students are regrouped after each post-unit test if necessary.

In the future, the region would like to have its own scanning equipment for scoring. Scores on New York State's pupil evaluation tests in grades three and six have been encouraging.

assistance

Aid in curriculum development; staff in-service training.

contact for information

George E. Tombaugh, Ed.D.
Superintendent
Springfield Local Schools
Madison Street
Holland, OH 43528
419/866-2404

program highlights

	Goals, Objectives, Competencies
	Subject area (program) goals
	Course goals
●	Unit objectives
	Grade level competencies
	Graduation competencies
	Competencies with life role focus
	Instruction
	Modularized curriculum
	Interdisciplinary curriculum
	Experiential learning
	Individualized learning plans
	Teacher advisors
	Mastery learning
	Continuous progress
	Remediation procedures
	Parent participation
●	Computer support
	Assessment
●	Criterion referenced tests
	Applied performance tests
	Norm referenced tests
	Minimum competency testing
	Demonstrated competence required
	Assessment center
	Credit by examination
	Objective/competency referenced records
●	Student reports based on objectives or competencies
	Grading system other than A-F
	Computer support
	Management
	Goal based planning
	Participatory management
●	Management by objectives
	Accountability
	Management information system
	Computer support
	Data based program evaluation
	Regular program revision
●	Regular reporting of program performance
	Community Involvement
	Setting goals, objectives, competencies
	Program review
	Learning sites for students
	Certifying students competent
	Joint enrollment secondary/post secondary

Springfield Local Schools 1.11

situation

Goal based instructional program in all schools in growing suburban school district; serves 1,800 students in grades 2-8 in math, reading and language arts; begun in March 1981.

description

The Springfield Local Schools developed a computerized system for management of instruction to increase student performance in basic skills areas of instruction.

An objectives-based curriculum in reading, math and language arts was developed for grades K-12 by a committee of teachers, administrators and university consultants.

Objectives, questions, answers and instructional resources were then programmed into a minicomputer. The computer system scores tests, maintains student records and generates individual, class or grade-level reports.

Diagnostic-prescriptive instruction is based on computer reports of individual student achievement. Students are grouped for instruction according to skill level which enables them to progress at their own rate.

Current efforts are directed toward development of objective-based curricula and staff training. Progress is already being measured in increased student mastery of basic skills.

assistance

Printed materials are limited, but should be readily available by mid-1982; samples of objectives in reading and math and of computerized system for instructional management reports.

contact for information

Dr. Joan Abrams
Superintendent
Red Bank Public Schools
76 Branch Avenue
Red Bank, NJ 07701
201/842-4954

program highlights

	Goals, Objectives, Competencies
	Subject area (program) goals
	Course goals
●	Unit objectives
●	Grade level competencies
	Graduation competencies
	Competencies with life role focus
	Instruction
	Modularized curriculum
	Interdisciplinary curriculum
	Experiential learning
	Individualized learning plans
	Teacher advisors
●	Mastery learning
	Continuous progress
	Remediation procedures
	Parent participation
	Computer support
	Assessment
●	Criterion referenced tests
	Applied performance tests
●	Norm referenced tests
	Minimum competency testing
	Demonstrated competence required
	Assessment center
	Credit by examination
	Objective/competency referenced records
	Student reports based on objectives or competencies
	Grading system other than A-F
	Computer support
	Management
●	Goal based planning
	Participatory management
●	Management by objectives
	Accountability
	Management information system
	Computer support
	Data based program evaluation
	Regular program revision
	Regular reporting of program performance
	Community Involvement
	Setting goals, objectives, competencies
	Program review
	Learning sites for students
	Certifying students competent
	Joint enrollment secondary/post secondary

Red Bank Public Schools 1.12

situation

Mastery learning approach to instruction in all subjects for 1,000 K-8 students in all schools in suburban school district; 60 percent minority students; begun in 1978.

description

The Red Bank Public Schools adopted a mastery learning approach to instruction to improve student achievement levels.

All teachers receive at least 15 hours of in-service training to prepare them to use the mastery learning approach. Administrators and supervisors who are expected to guide them receive about 30 hours of training.

Teachers plan the entire course before they begin instruction, rather than dividing planning into segments along the way. Learning objectives are planned and specified in advance, along with means of evaluating mastery. The sequence of objectives, listed in behavioral terms, has been developed in all subjects for all grades. Each objective includes two components: the prerequisite skills needed and the skills that should be taught to achieve the objective.

Textbooks, teacher-made materials and other instructional materials are all cross-referenced to these objectives so teachers have quick access to appropriate instructional aids.

Current efforts center around refining an eight-step design of instruction: mental set, objective, rationale, input, model student behavior, guided practice, independent practice and accountability. Test results show significant gains in all subjects since the project began.

assistance

In-service training, sample units, lists of objectives; materials. A mastery learning information packet can be purchased for $5.

contact for information

Chris Troxel
Middle School Coordinator
Missoula School District #1
215 South 6th West
Missoula, MT 59801
406/549-9687

program highlights

Goals, Objectives, Competencies	
●	Subject area (program) goals
	Course goals
	Unit objectives
	Grade level competencies
	Graduation competencies
	Competencies with life role focus
Instruction	
	Modularized curriculum
	Interdisciplinary curriculum
	Experiential learning
	Individualized learning plans
	Teacher advisors
	Mastery learning
	Continuous progress
	Remediation procedures
●	Parent participation
	Computer support
Assessment	
	Criterion referenced tests
	Applied performance tests
	Norm referenced tests
	Minimum competency testing
	Demonstrated competence required
	Assessment center
	Credit by examination
	Objective/competency referenced records
	Student reports based on objectives or competencies
	Grading system other than A-F
	Computer support
Management	
●	Goal based planning
●	Participatory management
	Management by objectives
	Accountability
	Management information system
	Computer support
	Data based program evaluation
●	Regular program revision
●	Regular reporting of program performance
Community Involvement	
●	Setting goals, objectives, competencies
	Program review
	Learning sites for students
	Certifying students competent
	Joint enrollment secondary/post secondary

Missoula School District 1.13

situation

Goal based program in science, math and language arts for 5,600 students, grades K-8, in 18 schools in district in small city; begun in 1978.

description

The Missoula School District #1 instituted a goal based approach to education to increase student achievement levels and to improve accountability in the community.

Instruction is based on a set of minimal objectives for science, math and language arts for each grade level. The objectives, developed by a committee of teachers, parents, university personnel and a librarian, outline material to be covered in each subject each year. Students are aware of what they are expected to accomplish in each course.

Instructional objectives correlate with standardized achievement test objectives. This was achieved through the committee's analysis of instructional materials used throughout the district and of the objectives of the SRA Standardized Achievement Test.

Current efforts are directed toward refining the math curriculum, the newest addition to the program. A social studies component is also being developed, and the district intends to develop an entirely goal based curriculum.

assistance

Language arts and math curriculum guides; description of materials selection process for revisions and adaptations.

contact for information

Beatrice Miller
Office of Curr. & Competency
Boston Public Schools
26 Court Street
Boston, MA 02108
617/726-6278

program highlights

	Goals, Objectives, Competencies
	Subject area (program) goals
	Course goals
	Unit objectives
●	Grade level competencies
	Graduation competencies
	Competencies with life role focus
	Instruction
	Modularized curriculum
	Interdisciplinary curriculum
	Experiential learning
	Individualized learning plans
	Teacher advisors
	Mastery learning
	Continuous progress
	Remediation procedures
	Parent participation
	Computer support
	Assessment
●	Criterion referenced tests
	Applied performance tests
●	Norm referenced tests
●	Minimum competency testing
	Demonstrated competence required
	Assessment center
	Credit by examination
	Objective/competency referenced records
	Student reports based on objectives or competencies
	Grading system other than A-F
	Computer support
	Management
	Goal based planning
	Participatory management
	Management by objectives
	Accountability
	Management information system
	Computer support
	Data based program evaluation
	Regular program revision
	Regular reporting of program performance
	Community Involvement
	Setting goals, objectives, competencies
	Program review
	Learning sites for students
	Certifying students competent
	Joint enrollment secondary/post secondary

Boston Public Schools 1.14

situation

Program to assess student achievement in reading, writing and mathematics for all students, grades 2, 5 and 8 (except bilingual and some special education) in large urban district; affects 15,000 students in 120 schools in nine community districts; begun in 1980.

description

The Boston Public Schools initiated the "Boston Basic Skills Improvement Plan" in response to the "Policy on Basic Skills Improvement" adopted in 1978 by the Massachusetts State Board of Education. The Policy mandated that students be assisted in achieving mastery of basic skills prior to high school graduation through the provision of appropriate curriculum, instruction and evaluation.

There was broad local participation in the development of the Plan, including administrators, principals, teachers and representatives of parent and community organizations. Local action included the writing and adoption of learning objectives, choice of tests to be used, setting of performance standards based on test scores and the selection of the three grades in which the tests are administered.

Test results are not tied to promotion or graduation. Tests are used to assess student achievement levels in terms of specific learning objectives.

Emphasis is placed on assessment, remediation and follow-up instruction for all students. Teachers teach to objectives to aid students in increasing their achievement levels.

The Plan includes a lengthy development and implementation process which is being expanded to the skill areas of listening and speaking. Observation by classroom teachers indicates that writing skills are much improved, and scores in grades 5 and 8 on the Metropolitan Achievement Test have raised dramatically.

contact for information

Norman H. Rossell, Asst. Supt.
Elementary Education
Los Angeles City Unified School Dist.
450 N. Grand Avenue, Room A309
Los Angeles, CA 90012
213/625-6401

program highlights

	Goals, Objectives, Competencies
	Subject area (program) goals
	Course goals
	Unit objectives
●	Grade level competencies
	Graduation competencies
	Competencies with life role focus
	Instruction
	Modularized curriculum
	Interdisciplinary curriculum
	Experiential learning
	Individualized learning plans
	Teacher advisors
	Mastery learning
●	Continuous progress
	Remediation procedures
	Parent participation
	Computer support
	Assessment
●	Criterion referenced tests
	Applied performance tests
	Norm referenced tests
	Minimum competency testing
	Demonstrated competence required
	Assessment center
	Credit by examination
●	Objective/competency referenced records
●	Student reports based on objectives or competencies
	Grading system other than A-F
●	Computer support
	Management
●	Goal based planning
	Participatory management
	Management by objectives
	Accountability
	Management information system
	Computer support
	Data based program evaluation
	Regular program revision
	Regular reporting of program performance
	Community Involvement
	Setting goals, objectives, competencies
	Program review
	Learning sites for students
	Certifying students competent
	Joint enrollment secondary/post secondary

Los Angeles City Unified School District 1.15

situation

Program of formal assessment for approximately 300,000 students, grades 1-6, in reading, writing and mathematics; large urban district; program in operation two years; specific skills and grade level expectations delineated in all content disciplines.

description

The Los Angeles Unified School District established district-wide guidelines for student grade level achievement expectations to provide continuity for and improve the quality of instruction in the district. Both normally high student transiency rates and integration efforts in the district contributed to the district's decision to take this action.

Definitive objectives for each subject provide teachers with a reasonable framework within which to plan instructional/reinforcement/evaluation activities which are geared to producing desired educational outcomes.

Computer-scored annual assessments of reading, mathematics and composition provide teachers with specific data about individual student performance on each skill assessed, and provide administrators in each school with grade level summary sheets reflecting the effectiveness of the instructional program in achieving desired outcomes at each grade level. This data base is used by school staffs to determine whether instructional efforts are effective or if corrective resources should be used.

Staff development is provided for administrators in the implementation, maintenance and evaluation of the program at local school sites. Area-office and local school personnel take part in ongoing staff development, as well.

In two years of formal assessment, district scores showed increased student performance in all areas assessed. Current efforts have focused on preparing materials for use in involving teachers, parents and students in the program.

assistance

District-developed skills assessment lists; training in the program philosophy and methodology as personnel and time are available and if total funding is provided by requesting district.

contact for information

Dr. John Lovetere, Assoc. Supt.
Skokie District #68
9300 Kenton
Skokie, IL 60076
312/676-9000

Skokie District #68

1.16

program highlights

Goals, Objectives, Competencies	
	Subject area (program) goals
	Course goals
	Unit objectives
●	Grade level competencies
	Graduation competencies
	Competencies with life role focus
Instruction	
	Modularized curriculum
	Interdisciplinary curriculum
	Experiential learning
	Individualized learning plans
	Teacher advisors
●	Mastery learning
	Continuous progress
●	Remediation procedures
	Parent participation
	Computer support
Assessment	
●	Criterion referenced tests
	Applied performance tests
●	Norm referenced tests
●	Minimum competency testing
	Demonstrated competence required
	Assessment center
	Credit by examination
	Objective/competency referenced records
	Student reports based on objectives or competencies
	Grading system other than A-F
	Computer support
Management	
	Goal based planning
●	Participatory management
	Management by objectives
	Accountability
	Management information system
	Computer support
	Data based program evaluation
	Regular program revision
	Regular reporting of program performance
Community Involvement	
	Setting goals, objectives, competencies
	Program review
	Learning sites for students
	Certifying students competent
	Joint enrollment secondary/post secondary

situation

Competency based mastery learning program for all 1,600 students, K-8, in suburban district; mathematics and reading, language arts program being added gradually; begun in 1976.

description

Following internal analysis of student test scores in the early 1970s, Skokie District #68 began to implement goal based education to improve student achievement levels.

The district program uses mastery learning techniques based on competencies in math and reading. Competencies were set by staff and validated by consultants.

Students are tested yearly using staff-developed criterion-referenced tests, validated by experts in the field. Teachers teach to competencies and apply remediation procedures based on student achievement levels in annual assessments.

Current efforts are directed toward identifying competencies in the major curriculum areas. A staff-developed competency based language arts program is expected to be implemented in the 1982-83 school year. Student scores on criterion-referenced tests have improved in progressive grades, and norm-referenced test results show a similar trend.

assistance

Sample tests and objectives in reading and math; materials about reading competency development.

contact for information

Ernie Andrade, Principal
Billie Martinez Elementary School
341 14th Avenue
Greeley, CO 80631

program highlights

	Goals, Objectives, Competencies
●	Subject area (program) goals
	Course goals
●	Unit objectives
	Grade level competencies
	Graduation competencies
	Competencies with life role focus
	Instruction
	Modularized curriculum
	Interdisciplinary curriculum
	Experiential learning
	Individualized learning plans
	Teacher advisors
●	Mastery learning
●	Continuous progress
	Remediation procedures
●	Parent participation
	Computer support
	Assessment
●	Criterion referenced tests
	Applied performance tests
	Norm referenced tests
	Minimum competency testing
	Demonstrated competence required
	Assessment center
	Credit by examination
	Objective/competency referenced records
	Student reports based on objectives or competencies
	Grading system other than A-F
	Computer support
	Management
	Goal based planning
●	Participatory management
	Management by objectives
	Accountability
	Management information system
	Computer support
	Data based program evaluation
	Regular program revision
	Regular reporting of program performance
	Community Involvement
	Setting goals, objectives, competencies
	Program review
	Learning sites for students
	Certifying students competent
	Joint enrollment secondary/post secondary

Billie Martinez Elementary School 1.17

situation

Mastery learning mathematics program for 516 students, grades K-5 in one school in suburban agricultural/ industrial community; approximately 89 percent Hispanic school population; full implementation to begin Fall 1982.

description

The Billie Martinez Elementary School began to adopt a mastery learning approach to increase student achievement levels. Adoption followed a school self-study in which recommendations were made to seek alternative methods to improve student achievement in mathematics.

Staff inservice training included 23 sessions totaling nearly 60 hours of training in mastery learning methods. The project, funded through Title IV-C monies, followed the Denver Public Schools Staff Development Model. A resource team of administrators and teachers was trained and returned to the school to train the remainder of the staff in mastery learning methods.

The staff has developed 125 instructional units for mathematics in grades K-5. Units match the district's criterion-referenced objectives and include assessment methods aligned to objectives and instruction.

The mastery learning project is designed for bilingual students, due to the high percentage of Hispanic students in the school.

Current efforts include the completion of evaluation components for the project in preparation for full implementation in the Fall of 1982.

contact for information

Gary Emanuel
Deputy Associate Superintendent
Arizona Department of Education
1535 West Jefferson Street
Phoenix, AZ 85007
602/255-5387

program highlights

Goals, Objectives, Competencies	
	Subject area (program) goals
	Course goals
	Unit objectives
●	Grade level competencies
	Graduation competencies
	Competencies with life role focus
Instruction	
	Modularized curriculum
	Interdisciplinary curriculum
	Experiential learning
●	Individualized learning plans
	Teacher advisors
	Mastery learning
	Continuous progress
	Remediation procedures
●	Parent participation
	Computer support
Assessment	
●	Criterion referenced tests
	Applied performance tests
●	Norm referenced tests
	Minimum competency testing
	Demonstrated competence required
	Assessment center
	Credit by examination
	Objective/competency referenced records
	Student reports based on objectives or competencies
	Grading system other than A-F
	Computer support
Management	
	Goal based planning
	Participatory management
	Management by objectives
	Accountability
	Management information system
	Computer support
	Data based program evaluation
	Regular program revision
	Regular reporting of program performance
Community Involvement	
	Setting goals, objectives, competencies
	Program review
	Learning sites for students
	Certifying students competent
	Joint enrollment secondary/post secondary

Arizona State Department of Education

1.18

situation

Statewide goal based instruction for approximately 250,000 students, grades K-8, in communications (listening, reading, writing, speaking), computation and citizenship; begun in 1980.

description

The Arizona State Department of Education developed its Basic Skills Program to improve instruction for the state's elementary students in the areas of communications, computation and citizenship. Development was a major program of an elected State Superintendent of Public Instruction.

Students are tested on achievement of subject area skills at each grade level. Skills were identified for all grade levels and standardized norm-referenced tests were selected and implemented to assess student skill achievement. Students in the program receive colorful posters charting skills that are taught.

Supplementary instructional activities, designed to teach the skills listed on the basic skills charts, are provided in two formats. Teachers receive Instructional Activity Kits for use in tutorial or group instruction, including two activities for each skill on the chart. Parents receive Parent Participation Booklets which provide one activity for each skill on the chart and encourage direct parental involvement in the instructional process. More than 20,000 booklets at each grade level have been distributed to parents.

Parallel development of materials has taken place in the two largest home languages other than English present in the state. Skills charts, teacher kits and parent materials are available in English, Spanish and Navajo.

Recent work includes the development of a training program for teachers that emphasized training of pilot teachers at each site. Test data indicate that students in classrooms using the program showed significant improvement in the basic skills.

assistance

Sample materials; inservice for K-8 teachers in Arizona schools.

contact for information

Ken Andrews, Supervisor
ALPAS, Ellis School
1651 S. Dahlia Street
Denver, CO 80222
303/756-8382

program highlights

Goals, Objectives, Competencies	
	Subject area (program) goals
	Course goals
	Unit objectives
●	Grade level competencies
	Graduation competencies
	Competencies with life role focus
Instruction	
	Modularized curriculum
	Interdisciplinary curriculum
	Experiential learning
	Individualized learning plans
	Teacher advisors
	Mastery learning
●	Continuous progress
	Remediation procedures
	Parent participation
	Computer support
Assessment	
●	Criterion referenced tests
	Applied performance tests
	Norm referenced tests
	Minimum competency testing
	Demonstrated competence required
	Assessment center
	Credit by examination
	Objective/competency referenced records
	Student reports based on objectives or competencies
	Grading system other than A-F
	Computer support
Management	
	Goal based planning
	Participatory management
	Management by objectives
●	Accountability
	Management information system
●	Computer support
	Data based program evaluation
	Regular program revision
●	Regular reporting of program performance
Community Involvement	
●	Setting goals, objectives, competencies
	Program review
	Learning sites for students
	Certifying students competent
	Joint enrollment secondary/post secondary

Denver Public Schools/ALPAS 1.19

situation

Goal based assessment program in basic skills areas of reading, mathematics and language/composition for 38,000 students, grades 1-6, in large urban district; in 1982-83, all 81 elementary schools will use entire math component and one-fourth will implement either reading or language/composition component and all 18 middle schools will use a portion of math component; first piloting of program in 1979.

description

The Denver Public Schools initiated the Academic Learning Progress Assessment System (ALPAS) in 1980 to assess elementary student progress in reading, mathematics and language/composition. The program was originally developed to meet the Title I requirement for ongoing assessment of pupil academic progress.

ALPAS provides a total program of year-long testing for measuring academic achievement of individual or groups of students in grades 1-6. The components of the system reflect nationally-known basic skills in reading, mathematics and language/composition and are specifically based on the objectives of the Denver Public Schools.

Through computerized test-scoring and descriptive reports, teachers receive immediate feedback on student progress. ALPAS is a criterion-referenced testing system which includes a series of assessment instruments to regularly measure student performance. With this external measure, teachers can evaluate the effectiveness of their teaching strategies and methods and have the opportunity to assess actual application of learned skills in a systematic way on a regular basis. In reading and mathematics, the system includes a comprehensive pre/post test and six interval tests given every five weeks throughout the year. The language/composition component consists of a pre/post test and three intervals. Skills-objective guides and a teacher-sequence instruction guide are provided for each interval.

The system is designed to increase parent involvement. Parents are aware of what skills are being taught, are encouraged to participate in the skill-building process and receive regular information about how students are doing through computer printouts delineating individual student progress toward specific learning goals.

After a successful two-stage pilot of the system, ALPAS will be implemented in all 1-6 and 18 middle schools in the district in the 1982-83 academic year.

assistance

Informational brochure.

7/82

SECTION 3.
High School Programs

contact for information

Dr. Carol Allen
Asst. Supt. for Curriculum
and Instruction
New Orleans Public Schools
4100 Touro Street
New Orleans, LA 70122
504/288-6561

program highlights

	Goals, Objectives, Competencies
	Subject area (program) goals
	Course goals
	Unit objectives
●	Grade level competencies
	Graduation competencies
	Competencies with life role focus
	Instruction
	Modularized curriculum
	Interdisciplinary curriculum
	Experiential learning
●	Individualized learning plans
	Teacher advisors
●	Mastery learning
●	Continuous progress
	Remediation procedures
	Parent participation
	Computer support
	Assessment
●	Criterion referenced tests
	Applied performance tests
	Norm referenced tests
	Minimum competency testing
	Demonstrated competence required
	Assessment center
	Credit by examination
	Objective/competency referenced records
	Student reports based on objectives or competencies
	Grading system other than A-F
	Computer support
	Management
	Goal based planning
	Participatory management
	Management by objectives
	Accountability
●	Management information system
	Computer support
	Data based program evaluation
	Regular program revision
	Regular reporting of program performance
	Community Involvement
	Setting goals, objectives, competencies
	Program review
	Learning sites for students
	Certifying students competent
	Joint enrollment secondary/post secondary

New Orleans Public Schools 3.8

situation

Individualized mastery learning instruction for about 40,000 secondary students in language arts (English and reading) and mathematics; all secondary schools in large urban district; includes grades 7-12, 6 if it is in middle school configuration; begun in 1977.

description

The New Orleans Public Schools developed the Secondary Curriculum Improvement Program (SCIP) in language arts and mathematics to increase achievement levels of secondary students in the district. This followed action by the Board of Education allocating funds for program development. Cooperation with personnel in all schools helped gain acceptance for district-wide implementation of the program.

The SCIP program is based on mastery learning techniques. Following consultations with theorists like Benjamin Bloom who visited the district in the program's early stages, the district developed objectives in math and languge arts delineating skills required for graduation.

A comprehensive computerized management system facilitates individualization of instruction through continual monitoring and assessment of student progress. Instructional materials are catalogued in the computer and cross-referenced to specific learning objectives, facilitating teacher response to individual student needs. In addition, the computer prints out information for parents about student progress.

Staff development is a crucial element of the SCIP program. Teachers attend an intensive five-day workshop before school begins, and other training sessions take place throughout the year.

Current efforts center on staff development for classroom teachers. Systemwide achievement scores have risen steadily since the program's inception, especially through ninth grade.

assistance

Printed materials; site visits welcome.

contact for information

Carroll Hall, Ph.D.
State Director
Evaluation Assessment & Testing
Education Building
Santa Fe, NM 87503
505/827-2928

program highlights

Goals, Objectives, Competencies	
●	Subject area (program) goals
	Course goals
	Unit objectives
	Grade level competencies
●	Graduation competencies
●	Competencies with life role focus
Instruction	
	Modularized curriculum
	Interdisciplinary curriculum
	Experiential learning
	Individualized learning plans
	Teacher advisors
	Mastery learning
	Continuous progress
●	Remediation procedures
	Parent participation
	Computer support
Assessment	
	Criterion referenced tests
	Applied performance tests
	Norm referenced tests
●	Minimum competency testing
●	Demonstrated competence required
	Assessment center
	Credit by examination
	Objective/competency referenced records
●	Student reports based on objectives or competencies
	Grading system other than A-F
	Computer support
Management	
	Goal based planning
	Participatory management
	Management by objectives
	Accountability
	Management information system
	Computer support
	Data based program evaluation
	Regular program revision
	Regular reporting of program performance
Community Involvement	
	Setting goals, objectives, competencies
	Program review
	Learning sites for students
	Certifying students competent
	Joint enrollment secondary/post secondary

New Mexico State Department of Education

situation

Statewide program of minimum competency testing for 22,000 tenth graders, with remediation for eleventh and twelfth graders; begun in 1977.

description

In April 1977, the New Mexico State Board of Education adopted the Basic Skills Plan, a program of testing for all students in the state requiring proficiency in life-role application of basic skills as a criterion for endorsement of students' high school diplomas. All students in grade 10 are tested, as are students in grades 11 and 12 who transfer into the state system or who have not met proficiency standards on previous tests.

The purpose of the examination is to measure each student's ability to apply the skills learned in school to realistic problems. Items on the objective test cover the skill areas of computation, identification of facts and terms, problem-solving, reading and writing in the content areas of community resources, consumer economics, government and law, occupational knowledge and health.

The state contracts with an independent testing agency which works directly with the school districts to distribute, score and report results of tests. The test follows the Rasch Calibrated Item Bank model for equal intervals of item difficulty. Printed training materials are available for test users.

Remediation for students is designed according to "curriculum match" reports which correlate curriculum materials with test items. Students who miss particular items on the tests can thus be directed through studies that will correct their weaknesses.

assistance

Training in minimum competency testing and reporting at the secondary level.

contact for information

Robert S. Beall, Principal
Whitney High School
16800 Shoemaker Avenue
Cerritos, CA 90701
213/926-5566

program highlights

	Goals, Objectives, Competencies
	Subject area (program) goals
	Course goals
●	Unit objectives
	Grade level competencies
●	Graduation competencies
	Competencies with life role focus
	Instruction
●	Modularized curriculum
	Interdisciplinary curriculum
	Experiential learning
	Individualized learning plans
	Teacher advisors
	Mastery learning
	Continuous progress
	Remediation procedures
	Parent participation
	Computer support
	Assessment
●	Criterion referenced tests
	Applied performance tests
	Norm referenced tests
	Minimum competency testing
●	Demonstrated competence required
	Assessment center
	Credit by examination
	Objective/competency referenced records
	Student reports based on objectives or competencies
	Grading system other than A-F
●	Computer support
	Management
	Goal based planning
	Participatory management
	Management by objectives
	Accountability
	Management information system
●	Computer support
	Data based program evaluation
	Regular program revision
	Regular reporting of program performance
	Community Involvement
	Setting goals, objectives, competencies
	Program review
	Learning sites for students
	Certifying students competent
	Joint enrollment secondary/post secondary

Whitney High School 3.10

situation

Six-year competency based college-preparatory curriculum in all subjects; Los Angeles metropolitan area; 865 students, grades 7-12, approximately 35 percent identified as talented and gifted; established in 1976.

description

Whitney High School was established to provide college-preparatory instruction for junior high and high school students in the ABC Unified School District. Admission is based on student scores on locally-developed basic skills achievement tests. Students with highest test scores may apply to and be selected for admission to Whitney on a space available basis.

The competency based curriculum is organized into quarters, including semester- and year-long courses. Each course represents a number of credits toward the 200 needed for graduation. All course work requirements are circulated to parents each quarter to inform parents and students of course expectations. Students receive a "competency guide" including requirements for each course and levels of achievement required to receive course credit.

Quarterly proficiency tests are administered in all classes. All students at each grade level in a particular course are assessed through the same test. To pass the tests and receive credit for that quarter of course work, students must achieve 70 percent or more proficiency. Those who do not meet quarterly competency levels must repeat the entire quarter.

Firm discipline is an integral part of the program. Expectations for student behavior are clear, the principal regularly patrols the school and disciplinary action promptly follows infractions. In cases of minor misconduct, students are assigned extra-school hours and required to perform tasks or spend time on homework.

The program has been effective, and administrators believe it to be comparable to instruction offered in private college-preparatory schools.

assistance

Competency guides.

contact for information

Dr. George G. Cunningham
Superintendent of Schools
Portland Public Schools
P.O. Box 231
Portland, CT 06480
203/342-1640

program highlights

	Goals, Objectives, Competencies
	Subject area (program) goals
	Course goals
	Unit objectives
	Grade level competencies
	Graduation competencies
●	Competencies with life role focus
	Instruction
	Modularized curriculum
	Interdisciplinary curriculum
	Experiential learning
●	Individualized learning plans
●	Teacher advisors
●	Mastery learning
	Continuous progress
	Remediation procedures
	Parent participation
	Computer support
	Assessment
	Criterion referenced tests
	Applied performance tests
	Norm referenced tests
	Minimum competency testing
●	Demonstrated competence required
	Assessment center
	Credit by examination
	Objective/competency referenced records
●	Student reports based on objectives or competencies
	Grading system other than A-F
	Computer support
	Management
	Goal based planning
	Participatory management
	Management by objectives
	Accountability
	Management information system
	Computer support
	Data based program evaluation
	Regular program revision
	Regular reporting of program performance
	Community Involvement
	Setting goals, objectives, competencies
	Program review
●	Learning sites for students
	Certifying students competent
	Joint enrollment secondary/post secondary

Portland (CT) Public Schools 3.11

situation

Competency based, life-role focus educational program in some schools in a suburban residential district; 42 students including handicapped, grades 10-12, in a variety of subjects, including career planning, English, science, math and social studies; begun in 1976.

description

To provide alternative education for high school youth disenchanted with or unresponsive to traditional programs, the Portland Public Schools provides a competency based educational program for some students. The program is based on a project developed at the Appalachian Regional Educational Laboratory in Charleston, West Virginia.

Students volunteer for the program, wherein they spend four days a week outside the classroom on one of over 200 job sites that have been identified by the school. The fifth day is spent consulting with "learning coordinators," teachers who discuss student progress and work with them to devise the next week's activities. Job sites range from hospitals and auto garages to beauty shops and courthouses.

Students do work on job sites which teaches them competencies derived from the school's academic curriculum. Culled from available curriculum materials, these competencies include concepts taught in regular classes. Competencies are sequenced in difficulty, and students move through the sequences in out-of-school learning situations.

Individual student progress is monitored in the program. The learning coordinators evaluate each student's work to determine mastery of the assigned concept before the student moves on to the next.

The district is currently adopting the Experience-Based Career Education model to meet the needs of the handicapped population, an effort to modify existing instructional materials and operations manuals under a grant from the Bureau of the Educationally Handicapped.

A third-party evaluation of the program is now being conducted.

assistance

Administrative/basic procedures manual, student program guide, brochures on request; site visits welcome.

contact for information

Eugene Huddle
Chief, Staff Dev. Branch
Maryland State Dept. of Education
200 West Baltimore Street
Baltimore, MD 21201
301/659-2173

program highlights

Goals, Objectives, Competencies	
	Subject area (program) goals
	Course goals
	Unit objectives
	Grade level competencies
●	Graduation competencies
●	Competencies with life role focus
Instruction	
●	Modularized curriculum
	Interdisciplinary curriculum
	Experiential learning
	Individualized learning plans
	Teacher advisors
	Mastery learning
	Continuous progress
	Remediation procedures
	Parent participation
	Computer support
Assessment	
●	Criterion referenced tests
	Applied performance tests
	Norm referenced tests
●	Minimum competency testing
●	Demonstrated competence required
	Assessment center
	Credit by examination
	Objective/competency referenced records
	Student reports based on objectives or competencies
	Grading system other than A-F
	Computer support
Management	
●	Goal based planning
	Participatory management
	Management by objectives
	Accountability
	Management information system
	Computer support
	Data based program evaluation
	Regular program revision
	Regular reporting of program performance
Community Involvement	
	Setting goals, objectives, competencies
	Program review
	Learning sites for students
	Certifying students competent
	Joint enrollment secondary/post secondary

Maryland State Department of Education

3.12

situation

Statewide competency based secondary instruction in reading, writing, math, life skills and leisure for all students in 24 local education agencies in grades 9-12; begun in 1977.

description

In 1977, the State of Maryland adopted a law stipulating competency based graduation requirements. By mid-1978, the State Department of Education had adopted a competency based approach to instruction as the recommended means for students to achieve those competencies. The program is funded at the local school building level, after endorsement by a public policy committee in the local superintendent's office.

The program is voluntary. School systems and individual schools may choose it as a means of achieving minimum competencies.

Mastery learning has been adapted to local needs. James Block and other mastery learning experts were consulted and their recommendations adapted for district needs. Teachers and principals were prepared for the new method through a series of training institutes. Seven mastery learning pilot projects in five content areas are now in their first year.

Current efforts are directed toward improving testing procedures.

assistance

Comprehensive report on implementation.

contact for information

Jim Zeharis, Assoc. Supt.
Judy Rule, Consultant
Mesa Public Schools
549 N. Stapley Drive
Mesa, AZ 85203
602/898/7770

program highlights

Goals, Objectives, Competencies	
	Subject area (program) goals
	Course goals
	Unit objectives
	Grade level competencies
●	Graduation competencies
	Competencies with life role focus
Instruction	
	Modularized curriculum
	Interdisciplinary curriculum
	Experiential learning
	Individualized learning plans
	Teacher advisors
	Mastery learning
●	Continuous progress
●	Remediation procedures
	Parent participation
	Computer support
Assessment	
	Criterion referenced tests
	Applied performance tests
●	Norm referenced tests
●	Minimum competency testing
	Demonstrated competence required
	Assessment center
	Credit by examination
	Objective/competency referenced records
	Student reports based on objectives or competencies
	Grading system other than A-F
	Computer support
Management	
	Goal based planning
	Participatory management
	Management by objectives
	Accountability
	Management information system
●	Computer support
	Data based program evaluation
	Regular program revision
	Regular reporting of program performance
Community Involvement	
	Setting goals, objectives, competencies
●	Program review
	Learning sites for students
	Certifying students competent
	Joint enrollment secondary/post secondary

Mesa Public Schools 3.13

situation

Year-old competency based program for 16,500 students in grades 7-12 in all schools in district; approach used in physical education, reading, English, math, science, social studies and traffic safety; in rapidly growing suburb of Phoenix, Arizona.

description

To insure that all students master minimum competencies before graduating, the Mesa Public School District in 1980 developed a program outlining a list of skills that parents, community members and teachers thought were needed by graduates.

The 17 Graduation Skills represent basic practical knowledge of computation, reading, physical education, health and other life skills.

Students fulfill the requirements of the 17 Graduation Skills through norm-referenced assessment, minimum competency assessment and performance assessment.

Students who complete the 17 Graduation Skills receive an Endorsed Diploma. This diploma provides a certification that the student has demonstrated, through courses, testing or performance, specific competencies that are important for job entrance or further education.

Current efforts are aimed at computerized monitoring to speed school bookkeeping.

contact for information

Ralph A. Vigna, Principal
Bishop Carroll High School
4624 Richard Road S.W.
Calgary, Alberta
Canada T3E 6L1
403/249-6601

program highlights

Goals, Objectives, Competencies	
	Subject area (program) goals
	Course goals
●	Unit objectives
	Grade level competencies
	Graduation competencies
	Competencies with life role focus
Instruction	
●	Modularized curriculum
	Interdisciplinary curriculum
	Experiential learning
	Individualized learning plans
●	Teacher advisors
	Mastery learning
●	Continuous progress
	Remediation procedures
	Parent participation
	Computer support
Assessment	
	Criterion referenced tests
	Applied performance tests
	Norm referenced tests
	Minimum competency testing
	Demonstrated competence required
●	Assessment center
	Credit by examination
	Objective/competency referenced records
	Student reports based on objectives or competencies
	Grading system other than A-F
	Computer support
Management	
	Goal based planning
●	Participatory management
	Management by objectives
	Accountability
	Management information system
	Computer support
	Data based program evaluation
	Regular program revision
	Regular reporting of program performance
Community Involvement	
	Setting goals, objectives, competencies
	Program review
	Learning sites for students
	Certifying students competent
	Joint enrollment secondary/post secondary

Bishop Carroll High School 3.14

situation

Continuous progress program of individualized instruction for 1,300 students, grades 10-12, in Calgary, Alberta, Canada; in operation since 1971; school building design complements approach.

description

Since it opened in 1971, Bishop Carroll High School has provided an individualized continuous progress approach to education for all students. The program developed through the five-year Model Schools Project sponsored by the National Association of Secondary School Principals and directed by J. Lloyd Trump.

A Teacher-Advisor Program is tied directly to individualized programs of independent study for students. Teacher duties include presentation of materials and supervising independent student study. In addition, with assistance from additional support staff to expedite administrative matters, each teacher advises 25-30 students, aiding students in scheduling time, providing counseling and maintaining attendance and achievement records for all advisees. Students remain assigned to the same Teacher-Advisor throughout their tenure at the school.

The modularized curriculum provides flexible time that can be scheduled to include a variety of learning experiences for students. With the guidance of Teacher-Advisors, students can arrange for supervised self-directed/school-directed individualized study, can attend large group presentations or can meet in small group discussions. The curriculum is broken into nine "Areas of Knowledge," with graduation credit requirements in each area. The school building includes learning centers for each area in which students pursue individualized schedules of independent study. Other spaces in the non-traditional building are used for large group meetings.

Students proceed through the continuous progress curriculum at their own pace, using learning guides prepared for each unit in each course. Students advance to subsequent units after achieving 60 percent proficiency on unit tests.

The program is regularly assessed and updated to meet current student needs.

Hillsboro Union High School District 3JT 3.15

contact for information

Allan Olson, Director
Research & Evaluation
Hillsboro Union H.S. District 3JT
645 E. Lincoln
Hillsboro, OR 97123
503/640-4604

program highlights

	Goals, Objectives, Competencies
●	Subject area (program) goals
●	Course goals
	Unit objectives
	Grade level competencies
	Graduation competencies
●	Competencies with life role focus
	Instruction
	Modularized curriculum
	Interdisciplinary curriculum
	Experiential learning
	Individualized learning plans
	Teacher advisors
	Mastery learning
	Continuous progress
	Remediation procedures
	Parent participation
	Computer support
	Assessment
	Criterion referenced tests
	Applied performance tests
	Norm referenced tests
●	Minimum competency testing
	Demonstrated competence required
	Assessment center
	Credit by examination
	Objective/competency referenced records
	Student reports based on objectives or competencies
	Grading system other than A-F
	Computer support
	Management
●	Goal based planning
	Participatory management
	Management by objectives
	Accountability
	Management information system
	Computer support
●	Data based program evaluation
	Regular program revision
	Regular reporting of program performance
	Community Involvement
	Setting goals, objectives, competencies
	Program review
	Learning sites for students
	Certifying students competent
	Joint enrollment secondary/post secondary

situation

Goal based education program in basic skills for 5,300 students, grades 7-12, in an agricultural/industrial suburban community; all students in two junior high and one senior high schools; implementation began in 1977.

description

Hillsboro Union High School District 3JT developed a goal based education program to comply with the Oregon Standards for Public Schools, adopted by the State Board of Education requiring the institution of GBE in all state public schools.

Students must achieve locally-developed minimum basic skills competencies to qualify for high school graduation. Competencies have been written at the application level (Bloom's Taxonomy) and are tested at the application level. There are standard measures for each competency, with specific criteria applied uniformly to all students. Some competency testing takes places as early as grade 7, other competencies are tested the first time in grade 11 or 12. The use of application-type competencies enables the district to monitor students' ability to apply basic skills within practical settings or on practical problems.

Student achievement is assessed through the administration of the Portland Achievement Level Tests in reading, mathematics and language arts, tests developed in the nearly Portland Public Schools. Test results are used to place students and to determine instructional programs which would be of most benefit to them.

Goal-referenced, Rasch-calibrated test items collected in the Northwest Evaluation Association item bank and locally-developed competency-related test items are used to assess student progress toward competency achievement.

Work is under way to develop competency tests which will be used for certification of student competency achievement for graduation. Student achievement levels have shown a steady improvement over the past three and one-half years in language usage, reading and mathematics.

contact for information

Dr. Evelyn Turner or
Division of Educational Development
Georgia Department of Education
Twin Towers East, 18th Floor
Atlanta, GA 30334
404/656-2637

program highlights

Goals, Objectives, Competencies	
	Subject area (program) goals
	Course goals
	Unit objectives
	Grade level competencies
●	Graduation competencies
●	Competencies with life role focus
Instruction	
	Modularized curriculum
	Interdisciplinary curriculum
	Experiential learning
	Individualized learning plans
	Teacher advisors
●	Mastery learning
	Continuous progress
	Remediation procedures
	Parent participation
	Computer support
Assessment	
	Criterion referenced tests
	Applied performance tests
	Norm referenced tests
	Minimum competency testing
	Demonstrated competence required
	Assessment center
●	Credit by examination
●	Objective/competency referenced records
●	Student reports based on objectives or competencies
	Grading system other than A-F
	Computer support
Management	
	Goal based planning
	Participatory management
	Management by objectives
	Accountability
	Management information system
	Computer support
	Data based program evaluation
	Regular program revision
	Regular reporting of program performance
Community Involvement	
●	Setting goals, objectives, competencies
	Program review
	Learning sites for students
	Certifying students competent
	Joint enrollment secondary/post secondary

Georgia State Department of Education 3.16

situation

Statewide program of life-role based graduation competency requirements for 214,000 students, grades 9-12; developed in stages since 1969; full implementation in fall 1983.

description

The Georgia State Department of Education in 1980 began statewide implementation of life-role based graduation competency requirements in Georgia public high schools. Implementation followed a ten-year developmental period which included the establishment of statewide goals for education, development of performance objectives and assessment methods to measure those objectives, modification of statewide assessment programs to an emphasis on criterion-referenced testing, development of graduation competencies and field testing implementation in pilot schools.

Life-role based competencies include basic skills and life-coping skills, including the role of learner, with the competency demonstrated through the Georgia High School Basic Skills Assessment, and the roles of individual, citizen, consumer and producer with competency demonstrated through state performance standards and local assessment of life-coping skills. To graduate, students must also fulfill attendance requirements established by local boards of education in compliance with state attendance laws and complete 20 Carnegie units of credit, including 10 required units in the state core curriculum.

Program requirements and responsibilities assure that schools and local systems support graduation criteria. These include guidance and advisement, record-keeping and reporting, evaluation, curriculum and instruction, remediation and special education.

Two high school completion credentials will be effective statewide for students graduating in 1985. The date projected for complete implementation of the program is 1986. Students who meet all high school graduation requirements will receive a standardized high school diploma; those who complete a high school program and meet some, but not all, graduation requirements will receive a high school certificate of performance.

assistance

Curriculum guides; training in "Mastery Learning" and "Teacher Expectations and Student Achievement" for Georgia teachers.

contact for information

Wayne Warner, Principal
Chalmette High School
1100 E. Judge Perez Drive
Chalmette, LA 70043
504/271-4506

program highlights

	Goals, Objectives, Competencies
	Subject area (program) goals
	Course goals
●	Unit objectives
	Grade level competencies
	Graduation competencies
	Competencies with life role focus
	Instruction
●	Modularized curriculum
	Interdisciplinary curriculum
	Experiential learning
●	Individualized learning plans
●	Teacher advisors
	Mastery learning
●	Continuous progress
	Remediation procedures
	Parent participation
	Computer support
	Assessment
	Criterion referenced tests
	Applied performance tests
	Norm referenced tests
	Minimum competency testing
●	Demonstrated competence required
●	Assessment center
	Credit by examination
	Objective/competency referenced records
	Student reports based on objectives or competencies
	Grading system other than A-F
	Computer support
	Management
	Goal based planning
	Participatory management
	Management by objectives
	Accountability
	Management information system
	Computer support
	Data based program evaluation
	Regular program revision
	Regular reporting of program performance
	Community Involvement
	Setting goals, objectives, competencies
	Program review
	Learning sites for students
	Certifying students competent
	Joint enrollment secondary/post secondary

Chalmette High School 3.17

situation

Individualized continuous progress instructional program in all subjects for 1,300 students, grades 9-12, in all-boys high school in suburban New Orleans; in operation since 1969.

description

Chalmette High School changed its instructional program to counteract high student dropout rates and low student acheivement levels and to improve instruction for all students.

A continuous progress approach is used in all subjects, based on modularized curriculum units tied to graduation credits. Curriculum guides in all subjects identify instructional targets, provide instructional activities and furnish evaluation methods. Students are assessed for current performance levels, a course of instruction is prescribed and appropriate evaluation takes place.

Flexible student scheduling contributes to individualized instruction. Rather than standard classroom situations, students' time is scheduled in large group lecture/demonstration sessions, small group seminars or independent study at several learning centers (one for each subject area) in the school. In combinations of learning situations, students are guided through each subject curriculum. Most students have flexible schedules: those unable to satisfactorily follow flexible schedules are assigned firm schedules of supervised instruction; others in grades 11 and 12 are selected for the "Pride Platoon" which allows more independent study.

Teacher-advisors work with assigned students to develop individual programs of learning. Students work with Teacher-Advisors to select combinations of instructional methods and subject areas. Teacher-Advisors also monitor assignee's progress and serve as school liaison to parents.

contact for information

Bruce E. Herbert
Business Instructor
Waldport High School
P.O. Box 370
Waldport, OR 97394
503/563-3243

program highlights

Goals, Objectives, Competencies	
	Subject area (program) goals
●	Course goals
●	Unit objectives
	Grade level competencies
	Graduation competencies
	Competencies with life role focus
Instruction	
●	Modularized curriculum
	Interdisciplinary curriculum
	Experiential learning
	Individualized learning plans
	Teacher advisors
●	Mastery learning
●	Continuous progress
	Remediation procedures
	Parent participation
	Computer support
Assessment	
●	Criterion referenced tests
	Applied performance tests
	Norm referenced tests
	Minimum competency testing
●	Demonstrated competence required
	Assessment center
	Credit by examination
	Objective/competency referenced records
	Student reports based on objectives or competencies
	Grading system other than A-F
	Computer support
Management	
	Goal based planning
	Participatory management
	Management by objectives
	Accountability
	Management information system
	Computer support
	Data based program evaluation
	Regular program revision
	Regular reporting of program performance
Community Involvement	
	Setting goals, objectives, competencies
	Program review
	Learning sites for students
	Certifying students competent
	Joint enrollment secondary/post secondary

Waldport High School

3.18

situation

Competency based business department program for approximately 100 students, grades 9-12 in one high school in a small coastal community; in operation five years.

description

Waldport High School Business Instructor Bruce E. Herbert developed a competency based business education program to counteract low enrollments in the business department and to provide better preparation for students in business vocations.

A total of 24 courses in a variety of subject areas are offered. Sufficient course offerings make it possible for students to study business areas (e.g., accounting) in depth by taking two, three or more courses in the area. Student course work is based on building competencies in each area, and students are able to develop a wider range of skills due to the increased availability of course time allocated to each program area.

Scheduling is flexible in the program, which is based on a single laboratory classroom. Students taking any of the courses can use the facility to complete course work during any part of the day according to individual schedules. There is a library of materials which students use as needed for the particular courses they are studying.

Courses are broken into units, and students work through the sequenced units to complete courses. Students use sequenced "Activity Sheets" for each course, moving to the next unit when work is completed. Activity Sheets list objectives for the unit and the course, reading assignments, material that might have been presented were there regular lectures in the course and instructions about next steps following completion of the unit. Students are responsible for completing course work at a predetermined level of competence before receiving a passing grade.

Currently, Herbert is updating Activity Sheets and preparing alternative tests to provide multiple test forms for individual units and is working to coordinate units across courses to reinforce basic business skills. Since the institution of the program, enrollments have increased and students have been successfully placed in jobs.

contact for information

Dr. Paul Possemato
Asst. Supt., Secondary Instruction
Los Angeles Unified School District
450 N. Grand Ave.
Los Angeles, CA 90012
213/625-6040

program highlights

Goals, Objectives, Competencies	
	Subject area (program) goals
	Course goals
	Unit objectives
	Grade level competencies
●	Graduation competencies
	Competencies with life role focus
Instruction	
	Modularized curriculum
	Interdisciplinary curriculum
	Experiential learning
	Individualized learning plans
	Teacher advisors
	Mastery learning
	Continuous progress
	Remediation procedures
	Parent participation
	Computer support
Assessment	
●	Criterion referenced tests
	Applied performance tests
	Norm referenced tests
	Minimum competency testing
●	Demonstrated competence required
	Assessment center
	Credit by examination
	Objective/competency referenced records
	Student reports based on objectives or competencies
	Grading system other than A-F
	Computer support
Management	
●	Goal based planning
	Participatory management
●	Management by objectives
●	Accountability
	Management information system
	Computer support
	Data based program evaluation
	Regular program revision
	Regular reporting of program performance
Community Involvement	
	Setting goals, objectives, competencies
	Program review
	Learning sites for students
	Certifying students competent
	Joint enrollment secondary/post secondary

7/82

Los Angeles City Unified School District 3.19

situation

Competency based instruction and assessment affecting approximately 240,000 students, grades 7-12, in large urban district; program began in 1976 in reading and in 1978 in mathematics and written composition.

description

The Los Angeles Unified School District adopted a competency based approach for junior and high school students to assure that graduating students would possess the essential competencies necessary to function effectively in adult-life activities. Action was prompted by community input and preceded the statewide mandate requiring graduation proficiency requirements in all California public high schools.

District-developed assessment instruments and criterion-referenced instructional materials reflect the differences in age and needs of the grade 7-9 students versus the grades 10-12 students, and specific necessary skills are articulated for those two groupings.

Computer-scoring provides teachers with definitive information regarding both the developmental and application aspects of student skills acquisition. For each assessed skill, prescriptive codes refer teacher and students directly to criterion-referenced instructional materials for use in teaching skills students have not yet acquired. Relevant multi-modal commercial materials are also coded to skills they best teach. This provides teachers and students with a wide variety of materials/methodologies for teaching/learning.

Supportive instructional guidelines and activities, which are based on the concept of active student contributions to and participation in the learning process, have been developed and disseminated by the district central office.

The district has recently developed training materials for school administrators which are used in staff development sessions. Sessions familiarize management personnel with the concepts of goal based education and with strategies for implementing, maintaining and expanding the concept to other subject areas. Each year since 1977 there has been a significant increase in the number of students who have acquired the desired, declared competencies before or by the end of the senior high school year.

assistance

Sample sets of assessment instruments; instructional guidelines for the junior/senior high reading programs; training in the program philosophy and methodology as personnel and time are available and if total funding is provided by requesting district.

contact for information

Dr. Suzanne V. Simonson
Principal
Mariner High School
200 - 120th S.W.
Everett, WA 98204
206/355-6222

program highlights

Goals, Objectives, Competencies	
	Subject area (program) goals
	Course goals
●	Unit objectives
	Grade level competencies
	Graduation competencies
	Competencies with life role focus
Instruction	
	Modularized curriculum
	Interdisciplinary curriculum
	Experiential learning
	Individualized learning plans
●	Teacher advisors
●	Mastery learning
●	Continuous progress
●	Remediation procedures
	Parent participation
	Computer support
Assessment	
	Criterion referenced tests
	Applied performance tests
	Norm referenced tests
	Minimum competency testing
	Demonstrated competence required
	Assessment center
	Credit by examination
	Objective/competency referenced records
	Student reports based on objectives or competencies
●	Grading system other than A-F
	Computer support
Management	
	Goal based planning
●	Participatory management
	Management by objectives
	Accountability
	Management information system
	Computer support
	Data based program evaluation
	Regular program revision
	Regular reporting of program performance
Community Involvement	
	Setting goals, objectives, competencies
	Program review
	Learning sites for students
	Certifying students competent
	Joint enrollment secondary/post secondary

Mariner High School 3.20

situation

Objectives based instruction for 1,100 students, grades 10-12, in suburban industrial district; 12-year-old program.

description

Mariner High School adopted a continuous progress, mastery learning approach to instruction to enhance individualized educational opportunities for all students.

The instructional program is based on student learning objectives established by the Mukilteo School District No. 6 administration and published annually. Courses include 20 units or levels of study, each unit including the general concept of the learning unit, learning objectives for the unit and activities for reaching those objectives. Students are encouraged to progress at their optimal rate. Typically, students obtain mastery in 1.5 weeks per unit, and complete 20-level courses in 30 weeks. Course credit is awarded to students on the basis of .5 credits for completion of 5 levels within a course.

Completion of courses entitles students to participate in the school's year-end six-week Mini-Term Program. A shortened, intense term of study, the mini-term offers educational program opportunities for campus and off-campus study that emphasizes reinforcement, extension and enrichment of the previous terms' work and provides exploration in new areas of study. Students choose from over 250 courses offered during the mini-term, some taught by students or community members with special expertise.

An advisor-advisee program creates close relationships between teachers and students. Each teacher advises a group of students, who are assigned to advisee groups as they enter the school and who remain with the same advisor throughout high school. Advisors keep student records, meet with parents and serve as mentors.

The school is currently concentrating on updating instructional units through a curriculum alignment project, tying instructional activities and techniques to learning objectives and using criterion referenced assessment to measure learning and provide information for continual study.

assistance

Consultations; printed materials; visitations welcome.

7/82

SECTION 4.
K-12 Programs

contact for information

Dr. Wilmer S. Cody
Superintendent
Birmingham Public Schools
P. O. Drawer 10007
Birmingham, AL 35202
205/252-1800

program highlights

	Goals, Objectives, Competencies
	Subject area (program) goals
	Course goals
	Unit objectives
●	Grade level competencies
●	Graduation competencies
	Competencies with life role focus
	Instruction
	Modularized curriculum
	Interdisciplinary curriculum
	Experiential learning
●	Individualized learning plans
	Teacher advisors
	Mastery learning
	Continuous progress
●	Remediation procedures
	Parent participation
	Computer support
	Assessment
●	Criterion referenced tests
	Applied performance tests
●	Norm referenced tests
●	Minimum competency testing
	Demonstrated competence required
	Assessment center
	Credit by examination
	Objective/competency referenced records
	Student reports based on objectives or competencies
	Grading system other than A-F
	Computer support
	Management
	Goal based planning
	Participatory management
	Management by objectives
	Accountability
	Management information system
	Computer support
	Data based program evaluation
	Regular program revision
	Regular reporting of program performance
	Community Involvement
	Setting goals, objectives, competencies
	Program review
	Learning sites for students
	Certifying students competent
	Joint enrollment secondary/post secondary

Birmingham Public Schools 4.28

situation

Competency based remedial program in reading and mathematics for 10,000 students in selected classrooms, K-12; inner-city school district of 50,000 students, three-fourths of them members of minority groups; begun in 1973.

description

The Birmingham Public Schools began its remedial program for selected students in all grades in math and reading in response to increased emphasis nationally on basic skills mastery and to specific action by the Board of Education mandating student mastery of basic skills. The system had been aware of a need to diagnose more closely the needs of individual students and to prescribe according to those needs, and the competency based direction seemed most appropriate. Early steps were to develop skills continua and to move away from traditional remedial "pullout" programs.

Mastery learning is emphasized in the diagnostic/prescriptive, individualized approach to instruction used in the classrooms of program participants. Teachers are continually developing and improving diagnostic instruments.

A wide variety of supplementary materials helps teachers prescribe appropriate remedial work for students who have not yet mastered competencies. Materials are cross-referenced in the skills continua, and are now being computerized for easy reference.

Intensive staff development for teachers and aides is an essential part of the program. Fifty hours of training per year is required of all professional staff members. This can range from in service workshops to university courses.

Present efforts are concentrated on developing program management by objectives and on coordination of remedial instruction with developmental program instruction. Evidence of effectiveness of the approach comes from improving CAT test scores and favorable annual program evaluation.

assistance

Continua of Skills in Math and Reading; training in mastery learning for elementary and high school teachers.

contact for information

Dr. Jim Enochs
Asst. Supt., Curric. & Instr.
Modesto City Schools
426 Locust Street
Modesto, CA 95351
209/576-4115

program highlights

Goals, Objectives, Competencies	
	Subject area (program) goals
	Course goals
	Unit objectives
●	Grade level competencies
●	Graduation competencies
	Competencies with life role focus
Instruction	
	Modularized curriculum
	Interdisciplinary curriculum
	Experiential learning
	Individualized learning plans
	Teacher advisors
	Mastery learning
	Continuous progress
●	Remediation procedures
●	Parent participation
	Computer support
Assessment	
●	Criterion referenced tests
	Applied performance tests
	Norm referenced tests
●	Minimum competency testing
	Demonstrated competence required
	Assessment center
	Credit by examination
●	Objective/competency referenced records
	Student reports based on objectives or competencies
	Grading system other than A-F
	Computer support
Management	
	Goal based planning
	Participatory management
	Management by objectives
	Accountability
	Management information system
	Computer support
	Data based program evaluation
	Regular program revision
	Regular reporting of program performance
Community Involvement	
	Setting goals, objectives, competencies
	Program review
	Learning sites for students
	Certifying students competent
	Joint enrollment secondary/post secondary

Modesto City Schools 4.29

situation

A K-12 competency based program designed to restore standards of academic performance and student behavior; affects all 19,500 students in district; begun in 1976.

description

A determination to raise standards and the belief that education is a responsibility shared among students, parents, the community and the schools led Modesto Public Schools to implement its program, entitled "Academic Expectations and the Fourth R: Responsibility."

The program outlines competency based expectations for all district students in carefully delineated learning objectives in basic skills and a homework program for grades K-8. It has three different curriculum plans for high school students, competency based graduation requirements, and academic achievement awards.

Student, parent and school responsibilities in education are specified, reflecting a belief that the development of responsible adults is a task requiring community commitment and should not be left solely to the schools.

Parents and community members are actively involved in school programs, through such mechanisms as the homework program and a community consortium for dealing with serious youth problems. Since the program was implemented, student achievement levels on both the California Test of Basic Skills and the SAT exam have increased. In addition, there has been a significant reduction in truancy and vandalism.

assistance

Training workshop; materials covering the entire program may be purchased.

contact for information

Dr. Irv Nikolai
Associate Superintendant
Chandler Unified S.D. #80
500 West Galveston
Chandler, AZ 85224

program highlights

Goals, Objectives, Competencies	
	Subject area (program) goals
	Course goals
	Unit objectives
●	Grade level competencies
	Graduation competencies
	Competencies with life role focus
Instruction	
	Modularized curriculum
	Interdisciplinary curriculum
	Experiential learning
	Individualized learning plans
	Teacher advisors
	Mastery learning
	Continuous progress
	Remediation procedures
●	Parent participation
	Computer support
Assessment	
●	Criterion referenced tests
	Applied performance tests
●	Norm referenced tests
●	Minimum competency testing
	Demonstrated competence required
	Assessment center
	Credit by examination
●	Objective/competency referenced records
	Student reports based on objectives or competencies
	Grading system other than A-F
	Computer support
Management	
	Goal based planning
	Participatory management
●	Management by objectives
	Accountability
	Management information system
	Computer support
	Data based program evaluation
	Regular program revision
	Regular reporting of program performance
Community Involvement	
	Setting goals, objectives, competencies
	Program review
	Learning sites for students
	Certifying students competent
	Joint enrollment secondary/post secondary

Chandler Unified School District 4.30

situation

District-wide program in reading, language arts and mathematics for all 6,815 students, grades K-12; features summative and interim testing and stresses parent involvement; suburban and agricultural area 15 miles southeast of Phoenix, Arizona; begun in 1976.

description

The Chandler Unified School District's Competency Program grew out of a community-wide assessment conducted in 1976 which indicated an interest in a goal based approach to education.

Summative tests are administered to all students at mid-year to test their knowledge of reading, language arts and math. Scores are then used to determine whether the student is mastering the minimal objectives for his grade level.

To determine whether the student has mastered a specific objective, interim tests are administered after a single objective is taught in one of the three subject areas.

Parent Involvement Participation Packets are reproduced and distributed at the teacher's discretion. They correspond with each minimal objective in the three subject areas and contain activities that the parent can do at home with the child toward achieving specific objectives.

Developmental efforts in the last year have concentrated on revision of tests and on distribution of the packet for parents. Student test scores have made substantial gains every year since the program began.

contact for information

Dr. Gene Geisert
Inst. For Applied Human Res.
143 Grove Road
South Orange, NJ 07079
201/761-0884

program highlights

Goals, Objectives, Competencies	
	Subject area (program) goals
	Course goals
●	Unit objectives
	Grade level competencies
	Graduation competencies
	Competencies with life role focus
Instruction	
	Modularized curriculum
	Interdisciplinary curriculum
	Experiential learning
	Individualized learning plans
	Teacher advisors
●	Mastery learning
	Continuous progress
	Remediation procedures
	Parent participation
●	Computer support
Assessment	
	Criterion referenced tests
	Applied performance tests
	Norm referenced tests
	Minimum competency testing
●	Demonstrated competence required
	Assessment center
	Credit by examination
	Objective/competency referenced records
●	Student reports based on objectives or competencies
	Grading system other than A-F
●	Computer support
Management	
	Goal based planning
	Participatory management
	Management by objectives
	Accountability
●	Management information system
	Computer support
	Data based program evaluation
	Regular program revision
	Regular reporting of program performance
Community Involvement	
	Setting goals, objectives, competencies
	Program review
	Learning sites for students
	Certifying students competent
	Joint enrollment secondary/post secondary

Institute for Applied Human Resources 4.31

situation

Management information system offering a computerized mastery learning program in language arts, reading, and mathematics; used by all students in twenty districts throughout the United States that range from 1,000 to 60,000 pupils, K-12; begun in 1979.

description

The Institute for Applied Human Resources, a private firm offering consulting services and a packaged management information system in mastery learning, was formed in 1979 to help school personnel improve their instructional methods. Clients purchase a package including tapes, written materials and six training sessions.

The program provides the teacher with daily classroom management information; microcomputers are used to keep track of progress with immediate feedback.

The program supports mastery learning approaches by defining objectives in behavioral terms and providing tests for mastery as well as inventories of available instructional materials.

Staff consultants support teachers, principals and superintendents in district efforts to implement a successful mastery approach.

The Institute is now focusing on development of microcomputer use by various client districts. Attitudes of teachers and administrators who have worked with the Institute have been favorable.

assistance

Materials can be purchased; workshop training in mastery learning and learning styles.

contact for information

Richard Wakefield
Coordinator, Program Planning
Roseville Area Schools
1251 West County Road B-2
Roseville, MN 55113
612/633-8150 (ext. 217)

program highlights

Goals, Objectives, Competencies	
●	Subject area (program) goals
●	Course goals
	Unit objectives
	Grade level competencies
	Graduation competencies
	Competencies with life role focus
Instruction	
	Modularized curriculum
●	Interdisciplinary curriculum
	Experiential learning
	Individualized learning plans
●	Teacher advisors
●	Mastery learning
	Continuous progress
	Remediation procedures
	Parent participation
	Computer support
Assessment	
●	Criterion referenced tests
	Applied performance tests
	Norm referenced tests
	Minimum competency testing
	Demonstrated competence required
	Assessment center
	Credit by examination
	Objective/competency referenced records
	Student reports based on objectives or competencies
	Grading system other than A-F
	Computer support
Management	
●	Goal based planning
	Participatory management
	Management by objectives
	Accountability
	Management information system
	Computer support
	Data based program evaluation
	Regular program revision
	Regular reporting of program performance
Community Involvement	
	Setting goals, objectives, competencies
	Program review
	Learning sites for students
	Certifying students competent
	Joint enrollment secondary/post secondary

Roseville Area School District #623 4.32

situation

Outcome based instructional approach used for all 7,600 students in reading, K-6, and math, K-12; parts of program used throughout suburban district, others in selected classes; first developed in 1976.

description

Minnesota state law requires that each district develop a technique for planning, evaluating and reporting results of instruction. In response to this law, the Roseville Area Schools developed a goal based instructional system in math and reading.

A complete set of goals for district, programs and courses was adopted. All goals list objectives, which contain proficiency standards and indicators used to assess outcomes. Indicators are specific ways teachers can determine whether objectives are met.

Full staff involvement was invited in the development of goals, objectives and indicators. Teachers helped develop a computerized list of materials to use in teaching toward each objective. Careful monitoring now ensures collection of data and a systematic reporting of outcomes.

Systematic, cyclic review of selected areas provides for improvement in the goals, objectives and indicators as data are collected and assessed. Curriculum is reviewed in a four-year cycle by a committee of parents and teachers, with three to five subjects reviewed each year.

Efforts are now aimed at improving the quality of the data collection system and at developing course goals and objectives and classroom objectives. Curricula are also being entered into a word processing system for easier revision. The success of the program is reflected in rising achievement test scores.

assistance

Consultations about techniques of curriculum development and outcome based teaching methods.

contact for information

Nicholas Hutlock, Jr.
Supervisor
Lorain City Schools
1020 Seventh Street
Lorain, OH 44052
216/244-9000

program highlights

	Goals, Objectives, Competencies
	Subject area (program) goals
	Course goals
●	Unit objectives
	Grade level competencies
●	Graduation competencies
	Competencies with life role focus
	Instruction
	Modularized curriculum
	Interdisciplinary curriculum
	Experiential learning
	Individualized learning plans
	Teacher advisors
●	Mastery learning
	Continuous progress
	Remediation procedures
	Parent participation
	Computer support
	Assessment
●	Criterion referenced tests
	Applied performance tests
	Norm referenced tests
	Minimum competency testing
●	Demonstrated competence required
	Assessment center
	Credit by examination
	Objective/competency referenced records
●	Student reports based on objectives or competencies
	Grading system other than A-F
	Computer support
	Management
	Goal based planning
	Participatory management
	Management by objectives
	Accountability
	Management information system
	Computer support
	Data based program evaluation
	Regular program revision
	Regular reporting of program performance
	Community Involvement
●	Setting goals, objectives, competencies
	Program review
	Learning sites for students
	Certifying students competent
	Joint enrollment secondary/post secondary

Lorain City Schools 4.33

situation

District-wide competency based mathematics curriculum; implementation completed in 1981 for 13,000 students; urban industrial community with three senior high, five junior high and 14 elementary schools.

description

At the direction of the Board of Education, the Lorain City Schools redesigned the district's entire K-12 mathematics curriculum to facilitate mastery learning instruction. Action followed the validation of a group-based mastery program in elementary mathematics developed in one school and adopted by other Ohio school districts.

The curriculum is competency based. Unit objectives or learner outcomes are specified for each course and sequenced hierarchically to insure students possess the entry level skills necessary for the succeeding course. Locally-developed criterion-referenced tests are used to assess mastery. Student demonstration of 14 mathematics competencies is required for graduation.

Instruction includes a four-phase cycle: 1) teach to the unit objective, 2) test for mastery and non-mastery, 3) reteach non-mastery students and 4) retest non-mastery students. Teachers select enrichment activities for students not involved in reteaching/retesting. Absolute grading policies insure that grades assigned students are based upon demonstrated mastery of the unit objectives. Demonstrated mastery is the basis for assignment of students to subsequent courses.

Instructional activities and materials appropriate to the learner outcomes have been developed by teachers for grade level courses K-8, in addition to the alignment and adoption of existing commercial materials in all courses. Inservice instruction was provided to elementary teachers on the content of mathematics courses.

Student outcomes have improved dramatically. In 1978, 12 percent of students in grade 11 were able to demonstrate mastery of the 14 required competencies; in 1981, over 90 percent of eleventh graders demonstrated mastery. Current efforts in the district include the development of a K-12 competency based language arts program.

assistance

Consultations; visitors welcome.

contact for information

James S. Lantz
Assistant Superintendent
Upper Arlington City Schools
1950 N. Mallway
Upper Arlington, OH 43221
614/486-0621

program highlights

	Goals, Objectives, Competencies
●	Subject area (program) goals
●	Course goals
	Unit objectives
	Grade level competencies
	Graduation competencies
	Competencies with life role focus
	Instruction
	Modularized curriculum
	Interdisciplinary curriculum
●	Experiential learning
	Individualized learning plans
	Teacher advisors
	Mastery learning
	Continuous progress
	Remediation procedures
	Parent participation
	Computer support
	Assessment
	Criterion referenced tests
	Applied performance tests
	Norm referenced tests
	Minimum competency testing
	Demonstrated competence required
	Assessment center
	Credit by examination
	Objective/competency referenced records
●	Student reports based on objectives or competencies
	Grading system other than A-F
	Computer support
	Management
	Goal based planning
	Participatory management
	Management by objectives
	Accountability
	Management information system
	Computer support
	Data based program evaluation
●	Regular program revision
	Regular reporting of program performance
	Community Involvement
●	Setting goals, objectives, competencies
	Program review
	Learning sites for students
	Certifying students competent
	Joint enrollment secondary/post secondary

Upper Arlington City Schools 4.34

situation

A goal based approach to instruction established district-wide in 1973 in an upper-middle-class suburb of Columbus, Ohio; serves 5,950 students, K-12, in language arts, mathematics, science, physical education, health education, visual arts, music and foreign languages; about 85 percent of students attend institutions of higher education.

description

The Upper Arlington goal based approach to education grew out of the Phi Delta Kappa goal-setting process initiated in 1973 and a review of the goals in 1980-81. It also came from Board policy and regulations undergirding a plan for planning and a comprehensive approach to management by objectives.

District goals and objectives form the basis of all curriculum development efforts. Specific instructional objectives are identified in each subject area.

Many groups helped develop the goals and objectives. Review processes involved teachers, non-certificated staff members, students, parents and members of the Board of Education.

Career education and an interdisciplinary approach are emphasized in district curriculum guides that are under continual review and revision.

Development of a computerized instructional data management system is planned and will be based on the existing curricular goals and objectives.

contact for information

Dr. Marshall Herron, Director
Center for Policy And Program Dev.
Oregon State Dept. of Education
700 Pringle Parkway S.E.
Salem, OR 97310
503/378-8378

Oregon State Department of Education

4.35

program highlights

Goals, Objectives, Competencies	
	Subject area (program) goals
	Course goals
	Unit objectives
	Grade level competencies
	Graduation competencies
	Competencies with life role focus
Instruction	
	Modularized curriculum
	Interdisciplinary curriculum
	Experiential learning
	Individualized learning plans
	Teacher advisors
	Mastery learning
	Continuous progress
	Remediation procedures
	Parent participation
●	Computer support
Assessment	
●	Criterion referenced tests
	Applied performance tests
●	Norm referenced tests
	Minimum competency testing
	Demonstrated competence required
	Assessment center
	Credit by examination
	Objective/competency referenced records
●	Student reports based on objectives or competencies
	Grading system other than A-F
	Computer support
Management	
●	Goal based planning
	Participatory management
	Management by objectives
	Accountability
	Management information system
	Computer support
●	Data based program evaluation
●	Regular program revision
	Regular reporting of program performance
Community Involvement	
	Setting goals, objectives, competencies
	Program review
	Learning sites for students
	Certifying students competent
	Joint enrollment secondary/post secondary

situation

Statewide program of goal based education in all subjects for approximately 500,000 students, grades 1-12; local district development and implementation of life--role based competence requirements for high school graduation; in operation nearly 10 years.

description

Oregon public schools use a goal based approach in educational programs as required by new STANDARDS FOR PUBLIC SCHOOLS adopted by the State Board of Education in 1974 and revised in 1976 and 1980. STANDARDS incorporate competence requirements for high school graduation first adopted by the Board in 1972.

All local districts use goal based planning in educational programming. Statewide goals listed in the STANDARDS are reflected in district, program and course goals, which are required by the STANADRDS. Goal development and implementation take place at the local level and are the responsibility of local district school boards.

Local instructional programs are based on preparing students to achieve life-role based competence performance standards prior to high school graduation. Competence requirements, as required by the STANDARDS, include six priority areas of basic skills achievement: reading, writing, mathematics, speaking, listening and reasoning.

Student competence is assessed by district-developed measures of student knowledge and skills, measurement of study ability to apply knowledge and skills, or through alternative means (e.g., teacher judgment), provided district performance standards are met.

Full implementation of the STANDARDS goal based planning requirements will be complete in all state public schools by September 1983. The State Department of Education continues to provide assistance to local districts as implementation proceeds.

assistance

Location of training and materials resources; numerous publications available to Oregon school personnel, on limited basis to others.

contact for information

Helen Brown, Director
Curr., Inservice & Staff Dev.
Louisiana State Dept. of Education
P.O. Box 44064
Baton Rouge, LA 44064
504/342-1131

program highlights

	Goals, Objectives, Competencies
	Subject area (program) goals
	Course goals
	Unit objectives
●	Grade level competencies
●	Graduation competencies
	Competencies with life role focus
	Instruction
	Modularized curriculum
	Interdisciplinary curriculum
	Experiential learning
●	Individualized learning plans
	Teacher advisors
	Mastery learning
	Continuous progress
	Remediation procedures
	Parent participation
	Computer support
	Assessment
●	Criterion referenced tests
	Applied performance tests
	Norm referenced tests
●	Minimum competency testing
	Demonstrated competence required
	Assessment center
	Credit by examination
	Objective/competency referenced records
	Student reports based on objectives or competencies
	Grading system other than A-F
	Computer support
	Management
	Goal based planning
	Participatory management
	Management by objectives
●	Accountability
	Management information system
	Computer support
	Data based program evaluation
	Regular program revision
	Regular reporting of program performance
	Community Involvement
●	Setting goals, objectives, competencies
	Program review
	Learning sites for students
	Certifying students competent
	Joint enrollment secondary/post secondary

Louisiana State Department of Education

4.36

situation

Statewide competency based program for 850,000 students, grades K-12, in all required subjects; begun in 1979.

description

The Louisiana State Department of Education developed and implemented the Louisiana Competency Based Education Program in compliance with the Louisiana Competency Based Education Law enacted in 1979 by the state's Legislature. The Law resulted from efforts led by the State Superintendent of Education and strongly supported by the Legislature.

The program establishes statewide curriculum standards for required subjects in all state public elementary and secondary schools. Curriculum guides were developed during the 1979-80 school year to include minimum skills and competencies, suggested activities and suggested materials of instruction. Guides were piloted during the 1980-81 school year and implemented during the 1981-82 school year.

Teacher education and evaluation are an integral part of the program. Included in program elements are accountability and assessment, teacher and principal evaluation, inservice training for teachers, continuing education programs for teachers and teacher education programs in the colleges and universities of the state.

Student assessment includes the statewide literacy assessment test administered in grades 3, 7 and 10 and a newly-implemented basic skills test. The basic skills test, begun this year, is administered to all students in grade 2 in language arts and math. It will be administered at an additional grade level each year until full implementation in grades 2-12 is complete and it shall be the principal criterion for student promotion.

Projected in the program are the development of a statewide pupil progression plan and a task force study to identify the causes of low performance by students, including students who are members of any ethnic minority, on statewide proficiency examinations. In addition, the program involves coordination of all federally-funded instructional, vocational and special education programs.

contact for information

Dr. Glenn M. Hymel, Director
Loyola Ctr. for Ed. Improvement
Loyola University
6363 St. Charles Avenue
New Orleans, LA 70118
504/865-3540

program highlights

Goals, Objectives, Competencies	
	Subject area (program) goals
	Course goals
	Unit objectives
	Grade level competencies
	Graduation competencies
	Competencies with life role focus
Instruction	
	Modularized curriculum
	Interdisciplinary curriculum
	Experiential learning
	Individualized learning plans
	Teacher advisors
●	Mastery learning
●	Continuous progress
●	Remediation procedures
	Parent participation
	Computer support
Assessment	
●	Criterion referenced tests
	Applied performance tests
	Norm referenced tests
	Minimum competency testing
	Demonstrated competence required
	Assessment center
	Credit by examination
	Objective/competency referenced records
	Student reports based on objectives or competencies
	Grading system other than A-F
	Computer support
Management	
	Goal based planning
	Participatory management
	Management by objectives
	Accountability
	Management information system
	Computer support
	Data based program evaluation
	Regular program revision
	Regular reporting of program performance
Community Involvement	
	Setting goals, objectives, competencies
	Program review
	Learning sites for students
	Certifying students competent
	Joint enrollment secondary/post secondary

Loyola Center for Educational Improvement

4.37

situation

A clearinghouse for mastery learning literature and materials, including both national and international publications; affects students from kindergarten through graduate level; located at Loyola University's Center for Educational Improvement; established summer of 1981.

description

The proliferation of mastery learning literature over the last decade led to the establishment of the Clearinghouse on Mastery Learning at Loyola University in New Orleans. The Clearinghouse serves as a repository for mastery learning information, provides a central location for storing mastery learning documents, and serves as a catalyst for establishing a national and international information system on the subject.

Beginning in 1982, the Clearinghouse will disseminate a quarterly state-of-the-art bibliography on mastery learning. By mid-1982, selective information search and retrieval services will be available.

Materials will be divided into categories in a classification system designed to efficiently catalogue materials and to help identify need for future research and developments by identifying research gaps. Areas of concentration will also be apparent as the new classification system becomes comprehensive.

The data base for the computerized cataloguing system will be easily accessible to mastery learning researchers and practitioners.

Current efforts are concentrated on content analysis of research documents and the development of an alphanumeric code for tagging research.

assistance

Bibliography on request; inservice training workshops on mastery learning and instructional design.

contact for information

Walter Oliver
Assistant Superintendent
Denver Public Schools
900 Grant Street
Denver, CO 80203
303/837-1000 (ext. 2227)

program highlights

	Goals, Objectives, Competencies
	Subject area (program) goals
	Course goals
●	Unit objectives
	Grade level competencies
●	Graduation competencies
	Competencies with life role focus
	Instruction
	Modularized curriculum
	Interdisciplinary curriculum
	Experiential learning
	Individualized learning plans
	Teacher advisors
●	Mastery learning
	Continuous progress
	Remediation procedures
	Parent participation
	Computer support
	Assessment
●	Criterion referenced tests
	Applied performance tests
	Norm referenced tests
	Minimum competency testing
	Demonstrated competence required
	Assessment center
	Credit by examination
	Objective/competency referenced records
	Student reports based on objectives or competencies
	Grading system other than A-F
	Computer support
	Management
	Goal based planning
	Participatory management
●	Management by objectives
	Accountability
	Management information system
	Computer support
	Data based program evaluation
	Regular program revision
	Regular reporting of program performance
	Community Involvement
	Setting goals, objectives, competencies
	Program review
	Learning sites for students
	Certifying students competent
	Joint enrollment secondary/post secondary

Denver Public Schools 4.38

situation

The Denver Public Schools began the Mastery Learning Through Involved Educational Leadership and Precision Instruction program in basic skills in 1976 as a pilot project with Title IV-C funds. Five elementary schools expressed an interest in becoming involved; as success in these schools was publicized, more schools joined the program.

description

All teachers are trained in mastery learning techniques and strategies. This training includes three major components: "Planning for Mastery," "Teaching to Mastery," and "Classroom Management Techniques for a Mastery Classroom." With this system, teachers become expert in selecting and/or developing a variety of materials which meet the needs of individual students.

A training manual is used for inservice training. It includes all essential information, examples and practice activities needed for the staff to learn mastery learning processes. The manual can be purchased through the district for $65 after a training requirement is fulfilled.

The principal is an instructional leader in the Denver program and provides inservice training to teachers. In addition, principals in the program ensure that the mastery strategy is actually being used in the classroom after teacher training is complete.

The pilot project was evaluated after three years, and favorable results led to state validation and two years of additional funding through the state dissemination program.

assistance

Visits to the program to receive training in mastery learning are welcome.

contact for information

Ernest W. Hughes
Superintendent
Maine School Union #44
P.O. Box 246
Sabattus, ME 04280
207/375-4273

program highlights

Goals, Objectives, Competencies	
●	Subject area (program) goals
	Course goals
	Unit objectives
	Grade level competencies
	Graduation competencies
	Competencies with life role focus
Instruction	
	Modularized curriculum
	Interdisciplinary curriculum
	Experiential learning
	Individualized learning plans
	Teacher advisors
●	Mastery learning
●	Continuous progress
	Remediation procedures
	Parent participation
	Computer support
Assessment	
	Criterion referenced tests
	Applied performance tests
	Norm referenced tests
	Minimum competency testing
●	Demonstrated competence required
	Assessment center
	Credit by examination
	Objective/competency referenced records
	Student reports based on objectives or competencies
	Grading system other than A-F
	Computer support
Management	
	Goal based planning
	Participatory management
	Management by objectives
●	Accountability
	Management information system
	Computer support
	Data based program evaluation
	Regular program revision
	Regular reporting of program performance
Community Involvement	
	Setting goals, objectives, competencies
	Program review
	Learning sites for students
	Certifying students competent
	Joint enrollment secondary/post secondary

Maine School Union #44 4.39

situation

Coordination of goal based curriculum and instruction among three rural Maine communities served by a common high school; involves 1,324 students, K-12; begun in 1979.

description

Maine School Union #44 was formed in 1978 to consolidate schools in three rural Maine communities and includes three elementary schools all feeding a single high school. As students from the three elementary schools had indicated a wide range of instructional needs, the district determined to coordinate curriculum plans and subject area goals throughout all four schools.

The curriculum has been organized into a complete sequence of skills in all subject areas, which has been approved by members of all three communities and will be used in all schools. The process was facilitated by the formation of an administrative team headed by the school superintendent and including teachers and community members from all three localities.

Objectives for all skill areas are nearly complete, with clear definition of learning expectations for students of all levels.

Diagnostic testing and achievement assessment will be based on items which have been written to correlate with each of the skills. Competency tests are being prepared which will be administered at each level of achievement.

Streamlined communications among the three schools is expected to improve curriculum coordination.

contact for information

Dale C. Woolley
Newport-Mesa Support Services Ctr.
425 E. 18th Street
Costa Mesa, CA 92627
714/760-3295

program highlights

	Goals, Objectives, Competencies
	Subject area (program) goals
	Course goals
	Unit objectives
	Grade level competencies
●	Graduation competencies
	Competencies with life role focus
	Instruction
	Modularized curriculum
	Interdisciplinary curriculum
	Experiential learning
	Individualized learning plans
	Teacher advisors
	Mastery learning
	Continuous progress
●	Remediation procedures
	Parent participation
	Computer support
	Assessment
●	Criterion referenced tests
	Applied performance tests
	Norm referenced tests
●	Minimum competency testing
	Demonstrated competence required
	Assessment center
	Credit by examination
●	Objective/competency referenced records
●	Student reports based on objectives or competencies
	Grading system other than A-F
	Computer support
	Management
	Goal based planning
	Participatory management
	Management by objectives
	Accountability
	Management information system
	Computer support
	Data based program evaluation
	Regular program revision
	Regular reporting of program performance
	Community Involvement
	Setting goals, objectives, competencies
	Program review
	Learning sites for students
	Certifying students competent
	Joint enrollment secondary/post secondary

Newport-Mesa Unified School District 4.40

situation

Competency based program for 18,000 students, grades K-12; urban district in the Los Angeles metropolitan area; program began in 1978.

description

The change to competency based education in NewportMesa Unified School District began when the district was formed, consolidating two elementary districts and one high school district into one district under a single Board of Trustees and Superintendent. The Board at that time began to develop the CBE approach within the district.

Educational objectives and correlative assessment items have been identified in 12 skill areas (reading, computational skills, mathematical systems, composition, language systems, social studies, science, fine and practical arts, speaking, thinking, listening and doing). Sixty graduation level competencies have been identified in the basic skills areas of reading, computational skills, mathematical systems, composition and language systems, and students must demonstrate proficiency in the basic skills in order to receive diplomas from district high schools.

Proficiency testing in basic skills areas begins with mandatory testing of enabling objectives in grades 3 and 5. Full testing on graduation competencies takes place in grade 8, and students are expected to be proficient at this time. For students lacking proficiency, there are extensive remediation and additional testing opportunities in grades 9-12.

A computerized recordkeeping system is used to monitor student progress toward meeting graduation competency requirements. Parents and students are notified regularly of student graduation proficiency status.

Recent work has been concentrated on expanding remediation opportunities for high school students and on providing instructional support for teaching proficiencies in grades K-6. The program in basic skills has resulted in a yearly increase in the percentage of students demonstrating proficiency in minimum graduation competencies at the end of grade 8.

assistance

Consultations, visitations, limited sample materials.

contact for information

Geri Weaver, Director
Division of Research & Evaluation
Kentucky Department of Education
Capital Plaza Tower
Frankfort, KY 40601
502/564-4394

program highlights

	Goals, Objectives, Competencies
●	Subject area (program) goals
	Course goals
	Unit objectives
	Grade level competencies
	Graduation competencies
	Competencies with life role focus
	Instruction
	Modularized curriculum
	Interdisciplinary curriculum
	Experiential learning
	Individualized learning plans
	Teacher advisors
	Mastery learning
	Continuous progress
	Remediation procedures
●	Parent participation
	Computer support
	Assessment
●	Criterion referenced tests
	Applied performance tests
●	Norm referenced tests
	Minimum competency testing
	Demonstrated competence required
	Assessment center
	Credit by examination
	Objective/competency referenced records
	Student reports based on objectives or competencies
	Grading system other thar A-F
●	Computer support
	Management
	Goal based planning
	Participatory management
	Management by objectives
	Accountability
	Management information system
	Computer support
	Data based program evaluation
	Regular program revision
●	Regular reporting of program performance
	Community Involvement
	Setting goals, objectives, competencies
●	Program review
	Learning sites for students
	Certifying students competent
	Joint enrollment secondary/post secondary

Kentucky State Department of Education

4.41

situation

Statewide testing and planning program affecting 240,000 students yearly in grades 3, 5, 7 and 10 at all 180 local school districts in Kentucky; includes reading, math and language arts; begun in 1978.

description

The Kentucky General Assembly's passage of the Education Improvement Act of 1978 mandated a planned program to improve instruction in the state's schools.

The State Department of Education has developed a statewide program of testing. All students in grades 3, 5, 7 and 10 are tested in the basic skills areas of reading, math and language arts using the CTBS/U standardized achievement test. Test results are reported to local school districts. Beginning in 1982, students will also undergo testing for anticipated achievement through use of the TCS (Test of Cognitive Skills). Test results will be reported to students, local schools and districts, and statewide summary reports will be compiled and released to the public. The State Department provides free scoring and reports of results in all grades for those school districts voluntarily using the same standardized test in grades 1, 2, 4, 6, 8, 9 and 11.

Each local district is required to submit a local educational improvement plan addressing areas of strength and weakness and plans for improvement. The State Department approves the plan and follows up on its implementation.

Technical assistance and consultations are provided to local schools, including workshops, conferences, district meetings and regional training sessions.

The Department is now working to consolidate test-taking efforts in local school districts and emphasizing overall curriculum improvement. Kentucky students have scored above the national norms for the past three years in the majority of the areas measured.

assistance

Testing requirements; descriptions of test-scoring services.

contact for information

Pete Taylor, Asst. Supt.
Tigard School Distr. 23J
13137 SW Pacific Highway
Tigard, OR 97223
503/620-1620

program highlights

Goals, Objectives, Competencies	
●	Subject area (program) goals
	Course goals
	Unit objectives
	Grade level competencies
●	Graduation competencies
	Competencies with life role focus
Instruction	
	Modularized curriculum
	Interdisciplinary curriculum
	Experiential learning
	Individualized learning plans
	Teacher advisors
●	Mastery learning
	Continuous progress
	Remediation procedures
	Parent participation
	Computer support
Assessment	
	Criterion referenced tests
	Applied performance tests
●	Norm referenced tests
	Minimum competency testing
	Demonstrated competence required
	Assessment center
	Credit by examination
	Objective/competency referenced records
	Student reports based on objectives or competencies
	Grading system other than A-F
	Computer support
Management	
	Goal based planning
●	Participatory management
	Management by objectives
	Accountability
	Management information system
	Computer support
	Data based program evaluation
	Regular program revision
●	Regular reporting of program performance
Community Involvement	
●	Setting goals, objectives, competencies
	Program review
	Learning sites for students
	Certifying students competent
	Joint enrollment secondary/post secondary

Tigard School District 23J

situation

Goal based program in mathematics and language arts for 6,000 students, grades K-12, in nine elementary, two junior high and one senior high schools in suburban Oregon district; developed and implemented over the past six years.

description

Tigard School District 23J adopted goal based instruction to comply with requirements mandated by new Standards for Public Schools adopted by the Oregon State Board of Education. Priority areas for instructional improvement in the district were identified through a community-wide needs assessment.

Extensive staff development has taken place. Approximately 90 percent of district teachers have been trained in the basic elements of the Instructional Theory Into Practice (ITIP) program developed by Madeline Hunter at U.C.L.A. The district adopted the ITIP program to create a unified district-wide approach to instruction.

Systematic teacher evaluation and improvement has been implemented. Based on the Madeline Hunter model, the district has developed a system of clinical supervision and teacher evaluation in which all administrators and many teachers have been trained.

Curriculum descriptions and evaluation methods have been developed in congruence with the ITIP model. Curriculum guides and planned course statements describe what is to be taught at each grade level and within each class. In addition, student achievement levels are measured in terms of curriculum goals for instruction. Goals are linked to testing programs resulting in classroom, school and district level reports of student achievement.

The district plans to systematically evaluate the program over the next five years; and evaluation results will be coordinated with the district's textbooks adoption program.

contact for information

Dr. Albert Masary
Asst. Supt. for Instruction K-12
Johnson City Central Schl. Distr.
666 Reynolds Road
Johnson City, NY 13790
607/729-9211 (ext. 229)

program highlights

	Goals, Objectives, Competencies
	Subject area (program) goals
	Course goals
●	Unit objectives
	Grade level competencies
●	Graduation competencies
	Competencies with life role focus
	Instruction
	Modularized curriculum
	Interdisciplinary curriculum
	Experiential learning
	Individualized learning plans
	Teacher advisors
●	Mastery learning
●	Continuous progress
	Remediation procedures
	Parent participation
	Computer support
	Assessment
●	Criterion referenced tests
	Applied performance tests
	Norm referenced tests
	Minimum competency testing
	Demonstrated competence required
	Assessment center
	Credit by examination
●	Objective/competency referenced records
	Student reports based on objectives or competencies
	Grading system other than A-F
	Computer support
	Management
●	Goal based planning
	Participatory management
	Management by objectives
	Accountability
	Management information system
	Computer support
	Data based program evaluation
	Regular program revision
	Regular reporting of program performance
	Community Involvement
	Setting goals, objectives, competencies
	Program review
	Learning sites for students
	Certifying students competent
	Joint enrollment secondary/post secondary

Johnson City Central School District 4.43

situation

Goal based approach to instruction in all four schools in suburban school district; 3,000 K-12 students in all subjects; begun in 1971.

description

Following an introduction to Benjamin Bloom's work in mastery learning, the Johnson City Central School District adopted a goal based approach to education to improve instruction for all students in the district.

Planning before teaching is heavily emphasized. Teachers plan for requisite skills, assess students, and bring students up to necessary levels before teaching a new concept, compensating for deficiencies if necessary.

There are several steps in the instructional process. Teachers provide an overview using group-based instruction which incorporates at least two learning modes. Students practice, guided by teachers to insure none practices incorrectly for long. Students are then divided into two groups: those who have mastered an objective do further research, and those who have not are given further instruction. Students then take the unit examination together before moving on through the course.

All grading is based on performance, and no grades are fixed. When a student masters a unit, the grade is changed accordingly.

Unit guides and objectives based on commercial texts have been developed by secondary level teachers over a five-year period and are available to teachers throughout the district. Current efforts are directed toward refining the instructional process. At the end of grade 8, students are reading two years above grade level and computing three years above grade level.

assistance

A complete model of mastery learning and outcomes based instruction in all disciplines.

contact for information

Edward T. Lalor, Director
Div. for Curriculum Services
New York State Education Dept.
Washington Avenue
Albany, NY 12234
518/474-5897

program highlights

	Goals, Objectives, Competencies
●	Subject area (program) goals
	Course goals
	Unit objectives
	Grade level competencies
	Graduation competencies
	Competencies with life role focus
	Instruction
	Modularized curriculum
	Interdisciplinary curriculum
	Experiential learning
	Individualized learning plans
	Teacher advisors
	Mastery learning
	Continuous progress
●	Remediation procedures
	Parent participation
	Computer support
	Assessment
	Criterion referenced tests
	Applied performance tests
●	Norm referenced tests
●	Minimum competency testing
	Demonstrated competence required
	Assessment center
●	Credit by examination
	Objective/competency referenced records
	Student reports based on objectives or competencies
	Grading system other than A-F
	Computer support
	Management
	Goal based planning
	Participatory management
●	Management by objectives
	Accountability
	Management information system
	Computer support
	Data based program evaluation
	Regular program revision
●	Regular reporting of program performance
	Community Involvement
	Setting goals, objectives, competencies
	Program review
	Learning sites for students
	Certifying students competent
	Joint enrollment secondary/post secondary

New York State Education Department 4.44

situation

Statewide objectives-based instruction, grades K-12, for approximately 3,300,000 public and non-public students combined; high school graduation competency requirement in reading, math and writing to receive high school diploma; developed over past 10 years, high school competency requirements effective in 1979.

description

The New York State Education Department provides assistance and information to aid all public and non-public schools in the state in meeting requirements mandated by the State Board of Regents or by State Legislative statute. Public schools operate according to statewide goals for education adopted by the Board and modified in 1974 to include basic skills achievement requirements and preparation of students for life as adults in the community.

Goals and/or objectives have been established for all grade levels in school subjects. Goals/objectives are advisory in grades K-8. In grades 9-12, objectives are included in syllabi provided by the state for most required courses. To fulfill graduation requirements, students select among offered courses in the required subject and, if selected courses are those for which syllabi are provided by the state, students must achieve course objectives as outlined in the syllabi to earn credit.

Students must demonstrate competency in reading, math and writing to receive high school diplomas in the state. A state-awarded Regents Diploma requires that students also pass statewide Regents tests in required 9-12 subjects.

Goals and objectives in syllabi are reviewed regularly in ongoing Department renewal efforts. The State Board will begin a two-year review of state goals for education during the 1982-83 academic year.

assistance

Technical assistance to New York schools on request.

7/82

contact for information

Crawford Johnson
Program Director, Mathematics
Fort Worth Ind. Schl. Distr.
3210 W. Lancaster
Fort Worth, TX 76107
817/336-8311 (ext. 267)

program highlights

Goals, Objectives, Competencies	
	Subject area (program) goals
●	Course goals
	Unit objectives
●	Grade level competencies
	Graduation competencies
	Competencies with life role focus
Instruction	
	Modularized curriculum
●	Interdisciplinary curriculum
	Experiential learning
	Individualized learning plans
	Teacher advisors
●	Mastery learning
	Continuous progress
	Remediation procedures
	Parent participation
	Computer support
Assessment	
	Criterion referenced tests
	Applied performance tests
	Norm referenced tests
	Minimum competency testing
	Demonstrated competence required
	Assessment center
	Credit by examination
	Objective/competency referenced records
	Student reports based on objectives or competencies
	Grading system other than A-F
	Computer support
Management	
●	Goal based planning
●	Participatory management
	Management by objectives
	Accountability
●	Management information system
	Computer support
	Data based program evaluation
	Regular program revision
	Regular reporting of program performance
Community Involvement	
	Setting goals, objectives, competencies
	Program review
	Learning sites for students
	Certifying students competent
	Joint enrollment secondary/post secondary

Fort Worth Independent School District 4.45

situation

Goal based program in mathematics and reading for all 65,000 students, K-12, throughout urban district with many minority students; begun in 1979-80 school year.

description

Determining that local schools needed more influence over and accountability in the education of students, the Fort Worth Independent School District over the last four years has phased in a competency based curriculum program organized by grade level. The system has aided schools in monitoring student progress and in making decisions about curriculum that do not oppose those of other district schools.

The district has set goals for each content area and each grade level and defined student expectations which the schools must meet for their students. Local schools may add expectations tailored to the needs of their unique student population, and they must provide a program of instruction to accomplish all of these expectations. Progress toward meeting goals is monitored both for the district and for the local schools.

Educational decisions are made at the level in which staff have the most relevant expertise and information and at which they are most affected by the decisions made. Examples of these levels include central administration, principals, teachers and community.

Current efforts include attempts to refine course and grade-level goals. The district is still in the implementation stage of the program, and no formal evaluations have been made.

assistance

Framework for competencies in math and reading, K-12; course guides; training in mastery learning and educational decision making.

contact for information

Kathy Carter
Curriculum Director, 6-12
Polk School District
P.O. Box 128
Cedartown, GA 30125
404/748-3821

program highlights

Goals, Objectives, Competencies	
	Subject area (program) goals
	Course goals
●	Unit objectives
●	Grade level competencies
●	Graduation competencies
	Competencies with life role focus
Instruction	
●	Modularized curriculum
	Interdisciplinary curriculum
	Experiential learning
	Individualized learning plans
	Teacher advisors
	Mastery learning
	Continuous progress
●	Remediation procedures
	Parent participation
	Computer support
Assessment	
●	Criterion referenced tests
	Applied performance tests
	Norm referenced tests
	Minimum competency testing
	Demonstrated competence required
	Assessment center
	Credit by examination
	Objective/competency referenced records
	Student reports based on objectives or competencies
	Grading system other than A-F
	Computer support
Management	
	Goal based planning
	Participatory management
	Management by objectives
	Accountability
	Management information system
	Computer support
	Data based program evaluation
	Regular program revision
	Regular reporting of program performance
Community Involvement	
●	Setting goals, objectives, competencies
	Program review
	Learning sites for students
	Certifying students competent
	Joint enrollment secondary/post secondary

Polk School District 4.46

situation

District-wide goal based program for all 6,600 students, grades K-12 in primarily agrarian community; in operation three years, objectives for grades 10-12 go into effect in the 1982-83 academic year.

description

Following a county-wide community assessment about educational needs, the Polk School District Board of Education adopted Goals for Education emphasizing student achievement of basic skills in reading, writing and mathematics to improve the quality of the district's instructional program.

Grade level objectives and performance indicators for science, social studies, mathematics and English were developed by teachers in a year-long process involving many community members. Objectives and indicators were developed in line with Georgia State Competency Based Education Program and were fully adopted for grades K-11 in 1978.

Curriculum guides include objectives, descriptors keyed to student and resource materials. Student progress is assessed through norm-referenced and locally-developed criterion-referenced tests, with statewide tests used at some grade levels.

There is continual review and revision of the curriculum by a series of committees, and adjustments are made yearly.

The district is currently working to adopt a full mastery learning curriculum at all grade levels. Students entering high school in the 1982-83 academic year will be required to meet statewide requirements for life-role competencies and life-coping skills recently adopted by the Georgia State Board of Education.

assistance

Course guides; assistance in development of objectives-based program.

contact for information

Dr. Charles A. Speiker
Director, Planning and Evaluation
Millard Public Schools
1010 S. 144th Street
Omaha, NE 68154
402/895-8216

program highlights

	Goals, Objectives, Competencies
	Subject area (program) goals
	Course goals
	Unit objectives
	Grade level competencies
●	Graduation competencies
	Competencies with life role focus
	Instruction
	Modularized curriculum
	Interdisciplinary curriculum
	Experiential learning
	Individualized learning plans
●	Teacher advisors
	Mastery learning
	Continuous progress
	Remediation procedures
●	Parent participation
	Computer support
	Assessment
●	Criterion referenced tests
	Applied performance tests
	Norm referenced tests
●	Minimum competency testing
	Demonstrated competence required
	Assessment center
	Credit by examination
	Objective/competency referenced records
	Student reports based on objectives or competencies
	Grading system other than A-F
	Computer support
	Management
●	Goal based planning
	Participatory management
	Management by objectives
	Accountability
	Management information system
	Computer support
	Data based program evaluation
	Regular program revision
	Regular reporting of program performance
	Community Involvement
●	Setting goals, objectives, competencies
	Program review
	Learning sites for students
	Certifying students competent
	Joint enrollment secondary/post secondary

Millard Public Schools 4.47

situation

Goal based education program for all 12,700 students, grades K-12, all subjects, in suburban district; development began in 1975, in operation four years.

description

The Millard Public Schools Board of Education in 1975 began development of outcomes based education in the district to clarify educational goals and improve instructional programming.

Education in the district is keyed to terminal objectives which must be met by all high school graduates. Objectives were developed through an extensive process which involved teachers, administrators and many members of the community. Monitoring of student achievement of terminal objectives begins in grade 7 in English, math and reading.

At the secondary level, every objective is defined by performance indicators, and every indicator is assigned to required courses. Students select from among required courses to assure that all objectives will be met. Graduation requirements specify that all objectives be met by demonstrated student proficiency in performance indicators either through course work or other experience. Every course has outcome statements. Testing in courses is tied to outcomes.

The district uses a seven-year cycle of renewal to be sure objectives continue to be relevant to community expectations for schools and to assure that objectives are used as the basis for instruction in the curriculum. Each year, one subject is reviewed and the subject objectives and curriculum amended as necessary.

Currently, the district is exploring the use of microcomputers to manage instruction, including grading and monitoring of student achievement of objectives. In addition, Millard is exploring the increased use of early testing for student proficiency in meeting terminal objectives.

assistance

Planning assistance.

contact for information

Charles H. Cline
Duval County Public Schools
1701 Prudential Drive
Jacksonville, FL 32207
904/390-2128

program highlights

Goals, Objectives, Competencies	
	Subject area (program) goals
●	Course goals
	Unit objectives
●	Grade level competencies
●	Graduation competencies
	Competencies with life role focus
Instruction	
	Modularized curriculum
	Interdisciplinary curriculum
	Experiential learning
	Individualized learning plans
	Teacher advisors
●	Mastery learning
	Continuous progress
	Remediation procedures
	Parent participation
	Computer support
Assessment	
●	Criterion referenced tests
	Applied performance tests
	Norm referenced tests
●	Minimum competency testing
	Demonstrated competence required
	Assessment center
	Credit by examination
	Objective/competency referenced records
	Student reports based on objectives or competencies
	Grading system other than A-F
	Computer support
Management	
	Goal based planning
	Participatory management
	Management by objectives
	Accountability
●	Management information system
	Computer support
	Data based program evaluation
	Regular program revision
	Regular reporting of program performance
Community Involvement	
	Setting goals, objectives, competencies
	Program review
	Learning sites for students
	Certifying students competent
	Joint enrollment secondary/post secondary

Duval County Public Schools 4.48

situation

Competency based instruction in language arts, mathematics, science and social studies for approximately 98,000 students, grades K-12, in large urban district; all students, all schools; program began five years ago.

description

Duval County Public Schools initiated competency based instruction following a mandate from the Duval County School Board to raise district achievement levels in the basic skills areas and due to the Superintendent's desire to improve academic achievement levels of all students.

Course and grade level competencies are standardized throughout the district. An instructional management system has been developed for use in grades K-6.

Standardized instructional materials have been adopted on a district-wide basis in the subject areas of language arts, mathematics, science and social studies. Materials were selected through a process which involved principals and teachers.

The district-wide assessment program is tied to competencies and instructional materials and is an integral part of the district's pupil progression plan of promotional requirements.

Recent efforts have included developing course and grade level objectives, developing district-wide assessment instruments, selecting standardized instructional materials and upgrading the district's instructional management system.

assistance

Information on district programs; inservice training; models for selection of instructional materials and for development of assessment instruments.

SECTION 5.
Adult Education Programs

contact for information

Dr. Ethna R. Reid
Director, Exemplary Center
for Reading Instruction (ECRI)
3310 South 2700 East
Salt Lake City, UT 84109
801/486-5083

program highlights

Goals, Objectives, Competencies	
	Subject area (program) goals
●	Course goals
●	Unit objectives
	Grade level competencies
	Graduation competencies
	Competencies with life role focus
Instruction	
	Modularized curriculum
	Interdisciplinary curriculum
	Experiential learning
●	Individualized learning plans
	Teacher advisors
●	Mastery learning
	Continuous progress
	Remediation procedures
	Parent participation
	Computer support
Assessment	
●	Criterion referenced tests
	Applied performance tests
	Norm referenced tests
	Minimum competency testing
●	Demonstrated competence required
	Assessment center
	Credit by examination
●	Objective/competency referenced records
	Student reports based on objectives or competencies
	Grading system other than A-F
	Computer support
Management	
	Goal based planning
	Participatory management
	Management by objectives
	Accountability
	Management information system
	Computer support
	Data based program evaluation
	Regular program revision
	Regular reporting of program performance
Community Involvement	
	Setting goals, objectives, competencies
	Program review
	Learning sites for students
	Certifying students competencies
	Joint enrollment secondary

Exemplary Center for Reading Instruction 5.6

situation

Organization which conducts teacher training in methods of individualized instruction in reading and language arts; for K-12 teachers.

description

The Exemplary Center for Reading Instruction was established with funds from the U.S. Office of Education. Through in-service training, seminars, workshops and dissemination of instructional materials, ECRI teaches teachers how to use their classroom time more effectively to help students of all ability levels to master language skills.

The method focuses on individualized instruction techniques and positive reinforcement. Teachers learn how to elicit correct responses from non-responding pupils during instruction; as pupils work independently, the teachers establish mastery levels of responses with performance and rate as criteria. ECRI does not rely upon materials to ensure mastery: it teaches teachers effective ways of teaching. Formative and mastery tests in ECRI are teacher-administered. They occur in individual, face-to-face conferences and are performance based. Correctives are re-teaching strategies, relying upon teacher behavior rather than materials.

Teachers learn to use behavior management techniques that build student self-esteem. They are discouraged from using negative reinforcement and punishment techniques.

ECRI teachers are taught to use a management system that makes it possible to teach groups of students and individualize instruction. Each student is able to move on to succeeding mastery tests as rapidly as he or she can master preceding tests.

Current work continues research into effective teacher behavior. Evaluations have shown ECRI to be effective in raising student achievment scores in reading and language arts.

assistance

Brochures; in-service training programs for teachers.

contact for information

Dr. Karolyn Snyder
Vice President
Pedamorphosis, Inc.
1220 Broadway, Suite 605
Lubbock, TX 79401
806/765-8811

program highlights

Goals, Objectives, Competencies	
	Subject area (program) goals
	Course goals
	Unit objectives
	Grade level competencies
	Graduation competencies
	Competencies with life role focus
Instruction	
	Modularized curriculum
	Interdisciplinary curriculum
	Experiential learning
	Individualized learning plans
	Teacher advisors
●	Mastery learning
●	Continuous progress
	Remediation procedures
	Parent participation
	Computer support
Assessment	
	Criterion referenced tests
	Applied performance tests
	Norm referenced tests
	Minimum competency testing
	Demonstrated competence required
	Assessment center
	Credit by examination
	Objective/competency referenced records
	Student reports based on objectives or competencies
	Grading system other than A-F
	Computer support
Management	
●	Goal based planning
●	Participatory management
●	Management by objectives
●	Accountability
●	Management information system
	Computer support
	Data based program evaluation
	Regular program revision
	Regular reporting of program performance
Community Involvement	
	Setting goals, objectives, competencies
	Program review
	Learning sites for students
	Certifying students competent
	Joint enrollment secondary/post secondary

Pedamorphosis, Inc. 5.7

situation

Small, private consulting firm offering planning strategies for goal based education; open to administrators involved with all grade levels; conducts training in mastery learning and goal based school management; begun in 1977.

description

Pedamorphosis staff members travel to schools using goal based approaches to instruction and provide training in management. A course in a collaboration model helps facilitate joint planning that involves teachers who will be affected by changes.

There are three elements to the model. Planning includes school improvement, team and task force action planning and individual planning. Development includes that of both staff and curriculum, and also covers clinical supervision (in-class coaching of teachers by peers and others), and performance management (monitoring). Evaluation covers all types of assessment.

Throughout the training programs, the focus is on the principal, since Pedamorpohosis members believe that all school improvement necessarily focuses on the principal involved.

assistance

Workshops.

contact for information

Sandra Stahman
Director of EDC/PROPED Project
200 Madison Avenue
New York, NY 10016
212/561-2102

program highlights

	Goals, Objectives, Competencies
●	Subject area (program) goals
	Course goals
●	Unit objectives
	Grade level competencies
	Graduation competencies
	Competencies with life role focus
	Instruction
	Modularized curriculum
	Interdisciplinary curriculum
	Experiential learning
	Individualized learning plans
	Teacher advisors
●	Mastery learning
	Continuous progress
	Remediation procedures
	Parent participation
	Computer support
	Assessment
●	Criterion referenced tests
	Applied performance tests
	Norm referenced tests
	Minimum competency testing
	Demonstrated competence required
	Assessment center
	Credit by examination
	Objective/competency referenced records
	Student reports based on objectives or competencies
	Grading system other than A-F
	Computer support
	Management
	Goal based planning
●	Participatory management
	Management by objectives
	Accountability
	Management information system
	Computer support
	Data based program evaluation
	Regular program revision
●	Regular reporting of program performance
	Community Involvement
	Setting goals, objectives, competencies
●	Program review
	Learning sites for students
	Certifying students competent
	Joint enrollment secondary/post secondary

PROPED Project 5.8

situation

A teacher-training program in the New York City Public Schools; primarily for secondary teachers of math, English, social studies, science and foreign language; participation is voluntary, with some 10,000 students affected; begun in 1978.

description

The Mastery Learning Collaborative Project (MLCP) is a collaborative effort of the New York City Board of Education, the United Federation of Teachers and the New York City Teacher Centers Consortium and the Economic Development Council of New York City through its PROPED Project. The project was designed to improve student outcomes in New York City schools through changes in procedures at the classroom level.

Efforts have focused on training teachers in mastery learning techniques. A collaborative approach in which administrators and teachers participate voluntarily is designed to increase "ownership" of program developments to assure long-term success.

Staff development and curriculum material development are emphasized in summer workshops focusing on mastery learning. Since 1978, about 250 teachers have received training in implementation of mastery learning and in the preparation of mastery learning materials for use in classrooms. Supplemental courses in mastery learning have been offered through NYC Teacher Centers Consortium and in-school training sessions for other staff members are led by teachers who have completed the summer workshops.

Follow-up technical assistance and support includes school visits, intra-system networking and support from the participating organizations designed to resolve implementation problems and assure administrative support.

A formal evaluation is expected to be completed in 1983, although preliminary reports indicate improvements in student grades, attitudes and behavior and in teacher attitude and expectations. Work is being done to test the program in junior high schools that feed into mastery learning high schools.

assistance

Site visits, consultations; telephone inquiries are welcome. Limited participation in future workshops can be arranged.

contact for information

Phyllis Betz
State Facilitator
Facilitator Project
Box 6640
St. Thomas, USVI 00801
809/774-0807

program highlights

Goals, Objectives, Competencies	
	Subject area (program) goals
	Course goals
	Unit objectives
	Grade level competencies
	Graduation competencies
	Competencies with life role focus
Instruction	
	Modularized curriculum
	Interdisciplinary curriculum
	Experiential learning
	Individualized learning plans
	Teacher advisors
	Mastery learning
	Continuous progress
	Remediation procedures
	Parent participation
	Computer support
Assessment	
	Criterion referenced tests
	Applied performance tests
	Norm referenced tests
	Minimum competency testing
	Demonstrated competence required
	Assessment center
	Credit by examination
	Objective/competency referenced records
	Student reports based on objectives or competencies
	Grading system other than A-F
	Computer support
Management	
●	Goal based planning
●	Participatory management
●	Management by objectives
●	Accountability
●	Management information system
	Computer support
	Data based program evaluation
●	Regular program revision
●	Regular reporting of program performance
Community Involvement	
	Setting goals, objectives, competencies
	Program review
	Learning sites for students
	Certifying students competent
	Joint enrollment secondary/post secondary

Virgin Islands Department of Education 5.9

situation

Area-wide goal based approach to diffusion and management of validated educational programs; training in goal based planning for teachers of reading, writing, math and other subjects; affects 25,000 pre-school through twelfth-grade students; begun in 1978.

description

The Virgin Islands Department of Education joined the National Diffusion Network and devised a systematic, goal based approach to diffusion of validated educational programs that are brought into the Islands as Developer/Demonstrator projects. They have used goal based management to strengthen accountability and streamline the complex activity of diffusion.

Nearly 100 projects have been brought into about 40 Virgin Islands schools as Developer/Demonstrator projects from throughout the United States. The state facilitator uses goal-based management to implement the programs and to train teachers, principals and staff. The system is also used to assist project personnel indefinitely after each project is in place. Setting goals is an integral part of each step in the implementation process.

Efforts in the last year have been aimed at assisting in the operation of alternative education programs brought into the Islands as Developer/Demonstrators projects.

A questionnaire survey has indicated that 90 percent of teachers participating in the training program are satisfied with services provided. Academic improvement is evaluated for each program adopted.

assistance

Consulting in program implementation.

contact for information

Linda Meyer
Assistant Professor
University of Illinois
601 West John
Champaign, IL 61820
217/333-3247

program highlights

Goals, Objectives, Competencies	
	Subject area (program) goals
	Course goals
	Unit objectives
	Grade level competencies
	Graduation competencies
	Competencies with life role focus
Instruction	
	Modularized curriculum
	Interdisciplinary curriculum
	Experiential learning
	Individualized learning plans
	Teacher advisors
●	Mastery learning
●	Continuous progress
	Remediation procedures
	Parent participation
●	Computer support
Assessment	
●	Criterion referenced tests
	Applied performance tests
	Norm referenced tests
	Minimum competency testing
	Demonstrated competence required
	Assessment center
	Credit by examination
	Objective/competency referenced records
	Student reports based on objectives or competencies
	Grading system other than A-F
	Computer support
Management	
	Goal based planning
	Participatory management
	Management by objectives
●	Accountability
	Management information system
●	Computer support
●	Data based program evaluation
	Regular program revision
	Regular reporting of program performance
Community Involvement	
	Setting goals, objectives, competencies
	Program review
	Learning sites for students
	Certifying students competent
	Joint enrollment secondary/post secondary

PLATO Corrections Project 5.10

situation

Goal based, computerized instruction in reading, language arts and mathematics for 800 students in special district of seven Illinois prisons; students are adolescents and adults with below high school equivalency skills; program began in 1975, changed to goal based approach in 1979.

description

The University of Illinois and the Illinois Department of Corrections began the PLATO Corrections Project of computerized instruction for inmates in Illinois prisons through a 1975 LEAA grant.

A network of five to eight terminals in each of seven state prisons provides access to the PLATO computer at the University of Illinois at Champaign. Inmates in the project study lessons in reading, language arts and mathematics in a standardized curriculum which includes a wide variety of display and response modes.

Progress through the curriculum is mastery-based. Students must demonstrate approximately 85 percent mastery to successfully complete lessons and move forward through the curriculum. The curriculum developed for computer-managed instruction in the program includes eight reading units, eight language arts units and 16 units in mathematics.

Criterion-based pre- and post-tests are used to place students in the instructional program. Students study only the units testing shows to be necessary.

Development of reading and language lessons has continued in the past year, and most recent data show mean gains of one year in reading level for students after less than three months of instruction.

assistance

Informational brochures.